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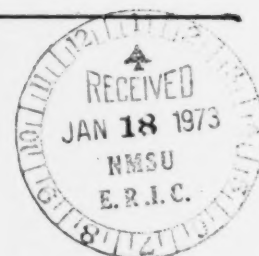
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ABSTRACT

The aims of the Teacher Corps are (1) to strengthen educational opportunities for children in areas with concentrations of low-income families; (2) to attract and prepare persons to become teachers in such areas through coordinated work-study experiences; and (3) to encourage colleges and universities, schools, and state departments of education to work together to broaden and improve their teacher education programs. During their 2-year training, the Teacher Corps interns work directly with deprived children in assigned school districts. The Teacher Corps members at Texas A & I University worked in the communities of Corpus Christi, Rio Grande City, Ben Bolt-Palito Blanco, and East Central. In this report, some methods, procedures, and materials which the corpsmen found useful during their work experience are presented to teachers and individuals interested in the education of economically and educationally deprived children, specifically in South Texas. The report is divided into 2 major sections containing (1) a general introduction to the subject, problem, and purpose of the report, including descriptions of the communities and of student characteristics; and (2) suggested methods, procedures, and materials for working with similarly deprived children. Also given are brief descriptions of the student characteristics, simple descriptions of 13 of the students, and pieces of conversation taken from discussions with some of the students. (NQ)

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EDUCATIONAL
COMMUNICATION

FOR

THE DEPRIVED CHILD:
REPORT AND SUGGESTIONS

FIRST CYCLE TEACHER CORPS PROGRAM

1966 - 1968

TEXAS A & I UNIVERSITY

KINGSVILLE, TEXAS

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TEACHER CORPS PROJECT REPORT
FIRST CYCLE PROGRAM 1966 - 1968

TEXAS A & I UNIVERSITY
KINGSVILLE, TEXAS

EDUCATIONAL COMMUNICATION FOR THE DEPRIVED CHILD:
REPORT AND SUGGESTIONS

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PREFACE

This report came into being as a result of a Teacher Corps Project conducted through Texas A & I University in cooperation with four South Texas school districts who opened their doors to the interns.

This is not a technical or scientific report to be viewed with critical eyes. It is an honest and sincere effort, on the part of those who contributed, to present to teachers and to those individuals interested in the education of economically and educationally deprived children, methods, procedures and materials found useful by the authors of this report. We trust that you will read this report within this realm of thinking.

Many of the themes that find expression throughout this report are the result of lively discussions on the part of the corpsmen in a graduate research course from which this report took shape.

We would like to express our gratitude to the Teacher Corps Project at the National level for making the program possible. Thanks are also due the Corpus Christi Independent School District in Corpus Christi, Texas, East Central Independent School District in San Antonio, Texas, Ben Bolt-Palito Blanco Independent School District in Ben Bolt, Texas, and Rio Grande City Independent School District in Rio Grande City, Texas, for providing our interns with a place to teach and to work. We are especially indebted to Dr. W. Floyd Elliott who originally applied for and received approval for the Teacher Corps Project here at Texas A & I University. And, I would like to pay special tribute to Mrs. Margie Borup, who co-edited and typed this final report.


Robert L. Cox

FORWARD

The National Teacher Corps program was created by Title V-B of the Higher Education Act of 1965. On June 29, 1967, the Education Professions Act amended and extended the Teacher Corps program for three years with Richard A. Graham acting as National Director.

The Teacher Corp's goal is three-fold: (1) To strengthen educational opportunities for children in areas with concentrations of low-income families; (2) to attract and prepare persons to become teachers in such areas through coordinated work-study experiences; and, (3) to encourage colleges and universities, schools and state departments of education to work together to broaden and improve their teacher education programs.

Universities and local educational agencies, together with state departments of education and representatives of the poverty community, worked cooperatively to develop a unified proposal for teacher education and service to disadvantaged students.

Upon acceptance of the proposal, and through the National Office of the Teacher Corps in Washington, D. C. and the state education agency, the universities began

pre-service training, lasting from eight to thirteen weeks. At the end of this period of training, the Corps members began a two year work and study tour in poverty schools and communities. Part of each week was spent working directly with deprived children in the corpsman's assigned school district. The remainder of the week was spent studying at the university to obtain a teaching certification and a Master's degree.

Throughout this internship, the corpsmen participated in programs of community action and service in their school neighborhoods in addition to instructing educationally deprived children in the schools themselves. However, the corpsmen do not supplant existing staff and services, they supplement them.

More crucially and specifically, the Teacher Corps is the confrontation of the fact of poverty and the insight to do something about it - socially and educationally.

INTRODUCTION

The basic purpose of this report is to present to teachers and to individuals interested in the education of economically and educationally deprived children, specifically in South Texas, methods, procedures, and materials found useful by the members of the Teacher Corps. Descriptive information about the children and the communities in which they live are included to provide a basis for the development of a deeper understanding in working with similarly deprived children.

We realized that at the end of the first cycle of the Teacher Corps program most of the interns would be leaving this area and returning to their various home areas and that what they had learned through their particular endeavors during the previous two years would be somewhat lost to our immediate area. This prompted us to assemble many of the collected thoughts and practices that the corpsmen had found to be practical and useful and which in turn furnished us with a more perceptive view of the children with whom they worked; a view the corpsmen had developed through empathy and daily involvement with the students.

This report is divided into two major sections. The first section contains a general introduction to the subject, problem and purpose of the report including community descriptions and student characteristics. The second section consists majorly of suggested methods, procedures and materials for working with similarly deprived children.

At the onset of this study, a basic outline for the report was agreed upon and each of the corpsmen began to contribute from their experiences to each report division. In effect, the entire report is a compilation of the endeavors and encounters of the corpsmen in their work.

We ask that you do not read this report through critical or skeptical eyes, but with the understanding that the contents represent a sincere and honest effort to make known specifics concerning involvement in deprived areas and with the hope that the information presented will benefit someone, somewhere, who may encounter like circumstances, conditions, and/or students.

As university people and as local school districts, we were fortunate to have been exposed to the

Teacher Corps idea and to the young people the program brought to work and to learn in our area.

The Teacher Corpsmen and their assigned school districts were as follows:

Norman Dale Hixon	Corpus Christi Independent School District, Corpus Christi, Texas.
Alberto Huerta	Corpus Christi Independent School District, Corpus Christi, Texas.
Ina Sue Hirsch	Corpus Christi Independent School District, Corpus Christi, Texas.
John Joseph Sheehan Jr. .	Corpus Christi Independent School District, Corpus Christi, Texas.
Isaac Cardenas	Ben Bolt-Palito Blanco Consolidated Independent School District, Ben Bolt, Texas.
Peter Cole Silva	Ben Bolt-Palito Blanco Consolidated Independent School District, Ben Bolt, Texas.
Carol Lee Hubert	Rio Grande City Consolidated Independent School District, Rio Grande City, Texas.
Thomas James Eickhorn . .	Rio Grande City Consolidated Independent School District, Rio Grande City, Texas.
Richard Everett Bohn . . .	Rio Grande City Consolidated Independent School District, Rio Grande City, Texas.
Lattrell Johnson	East Central Independent School District, San Antonio, Texas.

A minimal amount of interpretive text will be included in order to make the information assembled more useable and more versatile in individual interpretation and application.

Some of the serious results of economic and educational deprivation may be beneficially examined for the purposes of this report.

THE CONCEPT OF DEPRIVATION

Deprivation most simply stated means "a loss" or "to keep from having or using" something rightfully belonging to an individual or group. However, deprivation is an ambiguous term for it is a relative state affecting persons in all parts of our country in varying levels and in all areas of living. The term deprivation becomes more explicit and meaningful when used in an economic or educational context and its effects are most readily observed in the high price required of the individual, the community and the nation.

Often, if not generally, economic and educational deprivation are a direct result of self and societal perpetuated poverty and/or prejudice. The consequences and costs of these cultural cripples are obvious from two major views: The costs to society and the nation for tolerating deprivation on these levels; and, the consequences experienced by individuals living in deprivation.

Individuals so deprived are often a source of instability in society as evidenced by their high crime rates and by their participation in socio-political organizations and movements that often foster public violence.¹ Unable to achieve even an average economic level, there is a tendency for these peoples extreme economic deprivation to induce feelings of apathy that in turn lead to political and civic inaction and to the out-migration of young adults in large numbers - conditions that lead to further economic and cultural deterioration of the community.² There is often considerable unemployment among such persons and economists have pointed out that with little income the potential gross national product suffers while at the

¹ Bittner, Egon, "Radicalism and the Organization of Radical Movements," American Sociological Review, vol. 28, (December, 1963), pp. 928-940. Also see, Seymour Lipset, Political Man, New York: Doubleday, 1960, and James F. Short, et. al., "Opportunities, Gang Membership, and Delinquency," American Sociological Review, vol. 30, (February, 1965), pp. 56-67.

² Copp, James H., "The People in Stable and Declining Town-Country Communities," Paper read at the Northeast Conference on the Rural Non-Farm Population, Gettysburg, Penn., June, 1961.

same time support programs for poor people and for the unemployed necessitate a heavy drain on the tax-income while contributing little to it.¹

To be poor is not only to suffer physically from lack of adequate housing, clothing, and proper and sufficient food, it is also true that serious illnesses of every nature are more prevalent among the poor.² Psychological effects of economic and educational deprivation must also be considered - stifled ambitions and hopes, feelings of deprivation and social inferiority, and a fatalistic outlook on life, a major factor in perpetuating conditions of deprivation on all levels, are direct resultants of such conditions. The social stigma associated with being poor often leads to ecological and social segregation and the automatic assumption of a

¹ Reuther, Walter, "The Rich Get Richer," statement of Hearings on the Economic Act of 1964, Subcommittee on the War on Poverty, Committee on Education and Labor, House of Representatives, 88th Congress, 2nd Session, April 9, 1964, pp. 437-438; Also see Leon H. Keyserling, Progress or Poverty: The U. S. At The Crossroads, Washington: Conference on Economic Progress, December, 1964, pp. 87-98.

² Statistics on illnesses and the poor are presented in respectively, Dwight McDonald, "Physical and Mental Illness and the Medical Care of the Poor," from Our Invisible Poor, New York: Sidney Hillman Foundation, 1963, pp. 11-18; A. B. Hollingshead and F. C. Redlick, Social Class and Mental Illness, New York: Wiley, 1958; and, Leon H. Keyserling, op. cit., pp. 66-70.

subordinate role in contacts with others in the community.

These conditions are usually self-perpetuating through attitudes and circumstances carried on from one generation to the next. The fact becomes obviously and tragically evident that the greatest consequence to both the individual and to society is the waste of human potential experienced as a result of the inability of society to adequately utilize the human resources at its disposal for its own benefit.¹

EXTENT OF ECONOMIC DEPRIVATION IN SOUTH TEXAS

One current indicator of economic deprivation, or poverty, in our country is an annual family income of less than \$3,000.² According to the 1960 United States Census

¹ W. Kennedy Upham and David E. Wright, Poverty Among Spanish Americans in Texas: Low-Income Families in a Minority Group, Departmental Information Report 66-2, Texas Agricultural Experiment Station, Texas A & M University, September, 1966.

² The definitions of family and family income used in the U. S. Census of Population in 1960 are as follows: "A family consists of two or more persons living in the same household who are related to each other by blood, marriage, or adoption . . ." and ". . . family income is as the combined incomes of all members of each family treated as a single amount. . ." For further details see "Introduction", U. S. Census of Population: 1960, vol. 1, part 1 - United States Summary, Washington: Government Printing Office, 1964.

Report, Texas had 270,438 families with Spanish surnames. Of these family units bearing Spanish surnames, 139,663 had annual family incomes below \$3,000 - nearly fifty-two percent of them.

The incidence of poverty and the magnitude of deprivation varies from one region to another, as would be expected, following a regional pattern of increasing levels as one moves from urban to rural non-farm and finally to rural farm areas. Nearly all of the counties having extreme levels of economic deprivation are confined to the South Texas area; the most severe poverty levels existing in the southern portion of the state. That poverty and educational deprivation are more pressing problems for rural families than for urban families is also obvious. Among rural non-farm and rural farm families the poverty rates may be as elevated as 67-75 percent, respectively.¹

Rural Mexican-Americans constitute a distinctly disadvantaged group which cannot help but be a handicap to the state both educationally and socially unless existing conditions can be corrected.

¹ Upham and Wright, op. cit., p. 17.

As pointed out earlier in this report, one of the most important factors in determining who will be poor is education - or the lack of education. Increasing educational opportunities for the poor is unquestionably our prime weapon against deprivation in all forms and at all levels.

COMMUNITY DESCRIPTIONS

Since the extent of deprivation on both a social and an educational level does vary from one region to another, brief descriptions of the communities in which the members of the Teacher Corps worked are included in this report. These simple descriptions show to some degree the patterns of varying magnitude of deprivation that exist within the communities. The communities described are particularly significant because they represent both rural and urban centers.

CORPUS CHRISTI COMMUNITY

Corpus Christi is located in Nueces County, Texas, a southern Gulf Coast area of eight hundred thirty eight square miles with a population of 221,573, as compiled in the 1960 census, of which 58,000 or twenty percent

have annual family incomes of less than \$3,000. Eighteen percent of these families have an annual income of less than \$2,000. Corpus Christi is a metropolitan area with a population of 190,000. Major industries are petroleum and related products, chemical shipping, agriculture, recreation and tourism.

The Teacher Corps had interns assigned to two junior high schools in Corpus Christi; Ella Barnes Junior High School and Wynn Seale Junior High School. The two schools involved in the project are located in the "target area" or the area of special need. Approximately ninety-five percent of the families in the school areas are Mexican-American and more than eighty percent of the school's student body comes from families with an income of less than \$3,000.

RIO GRANDE CITY COMMUNITY

The Rio Grande City Consolidated Independent School District is the largest single employer in Rio Grande City, an agricultural community on the Rio Grande River in Starr County, Texas. Rio Grande City is the center of the agriculturally rich Starr County and has a population of approximately six thousand. The wealth of the county, however, is felt by only a few of the residents. Well over half of the

families in Rio Grande City earn their living on one of the many farms in the area.

There are nine schools in the system with a total enrollment of 4,062 in grades one through twelve. According to the United States Census, fifty-eight percent of the children in the school district come from low-income families. The percentage of Mexican-American children in each school varies from sixty to one hundred percent.

BEN BOLT-PALITO BLANCO COMMUNITY

The community of Ben Bolt, approximately four hundred in population and the community of Palito Blanco, approximately two hundred in population, are rural towns located in agricultural Jim Wells County, Texas. The Ben Bolt-Palito Blanco Independent School District is composed of two schools. The schools are eleven miles apart, an elementary school in the Palito Blanco community consists of grades one through four while the other, located in the Ben Bolt community, is a combined elementary and high school consisting of grades five through twelve.

Both of the communities are in an agricultural area and the great majority of the students come from homes in which one or both of the parents work in the fields. Ninety-eight percent of the students are Mexican-American. The median educational level of both of

the communities is 4.5 years; almost half of the adult population has less than an eight grade education and fifty percent of the students leave school before graduating from high school.

EAST CENTRAL COMMUNITY

East Central Independent School District is located fifteen miles east of urban San Antonio. It is a rural school district and takes in approximately one hundred fifty square miles. The community has three elementary schools: Harmony, John Glenn and Salade, each composing grades one through six. There is also one junior high school consisting of grades seven and eight and one high school consisting of grades nine through twelve. All of these schools are overcrowded and understaffed. Each of the three elementary schools has an enrollment of between four hundred and six hundred students.

The major industry in the community is agriculture and the majority of the people earn their income from the surrounding farms. The community is made up of a mixture of nationals - Negro, Polish, German, Mexican and Anglo; the German and Polish people comprising the majority groups. The average income of a family of six is approximately \$2,500 to \$3,000 annually.

CHARACTERISTICS OF DEPRIVED CHILDREN

Long before they reach school age, most children begin an informal but vital education. The mother shows her child pictures, pointing out objects and calling them by name. She reads to him, sings songs with him and plays games with him, allowing the child to comment and to express himself freely. She listens patiently to his questions and answers them seriously. The child is encouraged to build with blocks and other toys, to be constructive and to be creative.

Mother and child may watch a steamshovel at work in the street as the mother explains how it works and what it is doing. In the supermarket, the mothers of most little children will encourage them to help her. She helps the child notice and recognize what printed brand names look like and perhaps encourages him to find his favorite cereal by himself. The usual child may be taught to print his name and to recognize many of the letters of the alphabet even before he enters the first grade. Through such ordinary things as an excursion in the family car, the child builds a reservoir of experiences and knowledge which helps his world to grow wider

and more meaningful to him and upon which his formal education will be built and his knowledge expanded.

This is not true in the home of a deprived child.

Characteristics of deprived children are discussed under three subtitles. The first area of discussion, entitled "Guidelines for Teachers of Deprived Children", deals with generalizations that can be made about youngsters from poverty circumstances which may be classified as disadvantaged or deprived children, and which may help teachers to better understand this particular type of child.

The second area of discussion, "Collective Characteristics", is more specific and describes in greater detail the students with whom the Teacher Corps members worked in the South Texas area.

In the third area of discussion, explicit and concrete examples are given in the form of brief individual descriptions of some of the students to develop insight into this type of student and to help teachers to recognize specific characteristics and attitudes fostered by educational deprivation.

GUIDELINES FOR TEACHERS OF DEPRIVED CHILDREN

Teachers working with economically and educationally deprived children need to face honestly their own

preconceptions about racial and national traits and analyze their personal feelings about their students.

Harboring stereotypes and prejudice can be extremely destructive for a teacher may impose these destructive attitudes on the growing child's image of himself. Once a child has learned to look on himself as being inferior, different, or doomed to failure, reversing his attitudes to convince him that he can succeed is very difficult. Every teacher who is to succeed must be constantly aware that self-esteem and self-confidence are both basic to learning. The deprived child often lacks both of these. However, the potential in these children is great and though the deprived child may require more patience and demand more attention than most other students, a teacher must not be blind to the admirable qualities which they possess and upon which the schools can build.

Poverty and all that goes with it often results in educational deprivation. The cumulative effects of poverty must not be confused with a lack of innate intelligence or with a lack of ability on the child's part. The disadvantaged child lacks many of the emotional and intellectual building blocks which develop "intelligence".

Attitudes, experiences and motivating influences which prepare more fortunate children for future learning experiences and which are taken for granted by most of us are never developed in these children or experienced by them.

Children from disadvantaged homes learn more quickly with concrete tasks while they also do something that actually requires the use of their hands and muscles. Touching and manipulating physical things seems to offer security of a less abstract nature than discussions. Other children usually find the ability to converse well and enter discussions with an older person stimulating and satisfying because they identify this activity and ability with maturity and it makes them feel more grown up. However, deprived children tend to be contemptuous of conversations and discussions, never having learned to appreciate intellectualizing as a form of meaningful identification with adults and with maturity.

Often the most natural way for these children to express themselves is through profanity or "street lingo" which is usually a very real part of their homes and of their neighborhood environment and which they identify as a characteristic of maturity, making them

feel more grown up and therefore more important. Teachers with an honest desire to educate and motivate such children should not let the use of profane language by their students upset or shock them. Be able to accept each individual for what they are and for what they can be, no one can force another human being without causing rebellion in some form and even the possible closing of channels of communication which are so vital to learning.

It should be remembered that there is a considerable degree of both family and clan loyalty in these children, no less real even when there is cursing and shouting in their homes and among their family members. For, like most of us, even the most disadvantaged parents usually want very much to see their children succeed in school. But, they have no idea how to help their children succeed. Parents who have themselves suffered educational deprivation and who live with constant economic deprivation which forces them, in a sense, to develop a preoccupation with rudimentary living, tend to have an over developed sense of trust in the school system's ability to educate their children. In the past, this trust has often been misinterpreted as apathy. However, lacking the educational background to know how to help their children and contrary to popular opinion, it is often this trust, rather

than apathy, that keeps these parents from helping their children to learn.

COLLECTIVE CHARACTERISTICS

The Teacher Corps members in the South Texas area found that the general characteristics observed by them to be applicable collectively to most of the students with whom they worked fell into four categories: (1) Motivational, (2) Educational, (3) Social, and (4) Physical.

Motivational Aspects

The deprived child usually has a negative self-image, particularly of himself as a student. This negative self-image is reinforced by his teacher's lack of expectation for him in his school work, for teachers often expect little from these students, and lacking motivation, the child does not disappoint them. These children have no long range goals and are often conditioned to failure because they have experienced continual past failures. They distrust their teachers, and are very negative in attitude toward both school and authority. They often smoke, drink and violate the law at an early age - in and out of school - the need for attention often makes them discipline problems.

Educational Aspects

Parents of deprived children usually have little or no education and, therefore, are unable to help their children very much with their schooling. The parents also have a tendency to place too much trust in school administrators and the school system in general.

In many cases, grades have little value. In fact, good grades and doing "unnecessary" assignments is a type of "selling out". It is prestigious to some of the students to not do well in school and attending school is not usually considered very important - baby sitting, bill paying, and weather may have priority.

As students, deprived children lack the experiences and attitudes that prepare children to do well in school. Furthermore, the occupations they are familiar with do not require formal education, thus the acquisition of educational motivation and goals is again stifled.

Social Aspects

Because of the lack of a similar image in their homes, deprived children have difficulty identifying with teachers in general. In South Texas the teacher identification problem is increased for the many Mexican-American

children who come from disadvantaged homes. For these children, the inability to identify with their teachers, particularly with their Anglo teachers, adds almost insurmountable dimensions to an already acute problem.

For the majority of the Mexican-American children, little emphasis is placed on speaking English other than when they are in school. This adds the difficulty of a second language barrier both to the social aspect and to the educational aspect of the problem of teaching these particular children.

Because of the smallness of the homes in which most disadvantaged children live, and due to the tendency of these people to have large families, these children learn to live with noise to the extent that learning to distinguish sounds also becomes an almost insurmountable obstacle. The child simply learns to tune-out. When combined with the second language difficulty, lack of educational motivation, inability to identify with the teacher, and other distracting influences, this tuning out process can strain communication between teacher and student to the utmost limits.

Emphasis is placed on the family in the Mexican-American home; there is usually deep loyalty to each other and to the family itself, the head of the family

being duly recognized as the decision maker. Students coming from these types of homes often have great responsibilities in their homes such as caring for younger brothers and sisters and/or helping to meet some of the financial burdens of the family. In addition, many of these students come from broken homes and may live with a stepfather or a stepmother or with grandparents. Each of these factors contributes to the over all problem of the economically and educationally deprived child.

Physical Aspect

As brought out more forcefully in an earlier section of this report, the vast majority of educationally deprived children come from economically deprived homes also. They usually have dental, sight, hearing and other health and medical problems. Not only does lack of money inhibit change in this respect, but in addition, these people have developed attitudes of distrust toward doctors and medicine which prevent them from accepting opportunities for correction. Students from disadvantaged homes are often undernourished¹ and

¹ Small white spots are apparent on the faces of many of these children suggesting improper diet.

tired during class. They miss meals frequently, eating ice cream bars or a bread roll for lunch. They generally do not have good shoes and clothing and seldom have the necessary warm clothing for cold or rainy weather.

STUDENT DESCRIPTIONS

The following are simple, brief descriptions of some of the students with whom the Teacher Corps worked in the South Texas area. They represent explicit and concrete examples of attitudes and circumstances so prevalent in economically and educationally deprived children, in the South Texas area in particular, and will serve to acquaint the reader with specific characteristics and attitudes fostered by deprivation.

MARTIN - At twelve, Martin has already seen the inside of a jail cell. He and some friends spent a night in jail when they were picked up with a stolen bike in their possession. "We were caught by the cops at midnight fixing a bicycle."

ROBERTO - Occasionally Roberto and his friends steal bicycles and strip them. Every chance they have they shoplift, even things like BB guns. "Its so easy sir." "They can't catch us."

JUANITA - A long, black haired, dark skinned girl who speaks ugly Spanish and poor English, Juanita presents a definite discipline problem in school. Recently, she and a friend skipped school and were caught by the police with twenty-two stolen records in their possession. Three days later she openly told the entire class what had happened to her. Juanita wanted to go to special education because she liked a boy who also goes there.

MARY - Twelve persons live in Mary's parents modest two bedroom, five-room house including a married brother and a married sister and their families. According to Mary, her father often disappears for two or three days at a time. Mary has always been in special education but this year she was placed in a regular class. She can speak in both English and Spanish very well but she cannot write in either language.

SIMON - "Sometimes I don't study because I don't have a place to study at home. The only quiet place is the rest room, but most of the time it's in use." "I like to study and read, but I just can't."

JOHNNY - A good friend of Roberto, Johnny also shop-lifts whenever he has the chance. At thirteen, Johnny boasts that he has taken shirts, pants, shoes, and other things and that he has never been caught. Johnny has a stepfather who "raises hell" everytime he drinks.

CARLA - A big over-sized girl who doesn't seem to care about her appearance or about school and is absent nearly every other day. Carla belongs in special education classes but refuses to go. She does little in class but daydream.

JUAN - Big and still growing, fifteen year old Juan is a seventh grader who feels out of place with the rest of the students. Although Juan is a pretty sharp kid, he refuses to comply with all the teaching rules. "I want to change my family's way of life, but I don't know how. I can't seem to get anywhere in school. I want to be a mechanic, but I don't get shop classes."

DAVID - David lives with his father and grandmother. His mother ran off with another man. However, recently, his father remarried which seems to be helping David to do better in school.

CARLOS - During the lunch hour you can see Carlos either eating bread with Bill or going around from friend to friend borrowing money. His mother died last year and he and his three brothers live with their father in a small apartment across the street from school.

ROSALINDA - None of the teachers can "put up" with Rosie. She is very aggressive and is constantly trying to pick a fight with anybody who will respond. Rosie is fifteen years old and has a stepmother who is nineteen years old; her father is in his mid forties.

DONNIE - Donnie can't seem to stay still for a whole minute. He is constantly seeking attention in any form, which usually results in the wrong kind of attention. His parents are divorced and he lives with his grandmother.

HUBERTO - He always has dollar bills and is constantly buying things at school. He seems to be a very normal child except for the fact that he is crippled and must use crutches all of the time. Apparently Huberto has developed a negative attitude toward school for he is absent very often and his grades have suffered.

THROUGH THE EYES OF THE STUDENT

The following revealing pieces of conversation, taken directly from discussions with some of the disadvantaged students with whom the corpsmen worked in the South Texas area, depict the disillusionment, the discouragement, and the inhibitions that become a part of these children's attitudes and a part of their way of life. These few words illustrate to some extent how the seeds of fatalism and hopelessness are sown - often unconsciously - by a well meaning but insensitive teacher.

"On my way home today I noticed that most teachers have new cars. They must be rich, just like the people with blonde hair. I wish my father had a car, maybe then he could take me to other places.

"Today was my first day of school and I was scared because the teacher spoke funny words very fast and I could not understand anything she said. Nobody in class learned or said anything because we were scared. When I started to talk to Jose, she told me to speak in English, so I just stopped talking."

"My mother says that teachers know a lot and that I should do as the teacher says. Now I can understand some of the things she says but not all of them. There are some of the kids with yellow hair that know a lot. They are very smart and talk real fast just like the teacher."

"The teacher got mad at me today because I could not read like the students with yellow hair read. There are other students that don't have yellow hair that read well, too. They always wear new clothes to school and they know a lot. I'll never get to read like them because there is nobody at home that can help me."

"The teacher told me today that I had to study at home so that I could grow and be somebody. She said that I should read like the good students in her class. I don't know what to do. I guess I won't grow up to be somebody like my teacher says."

"I got another failing grade today - a big red F. The teacher said that I should be ashamed of myself. I am so used to getting bad grades that low grades don't bother me. My parents don't know what to do about my bad grades."

"I don't like school anyway. All they do is push me around all day long. That is why I skip school somedays. This school has so many silly rules. You can't speak Spanish, you can't chew gum, you can't bring chains to school, you can't bring candy or cokes, you can't go to the store across the street, you can't wear your shirt tail out, you can't do anything without breaking a silly rule."

"I was really enjoying myself in class today with this game about state capitals, but then we stopped playing because we were making too much noise. Just when I was beginning to learn something easy the teacher stops it. She gave us some seat work to do. She always gives us seat work. We never finish playing games. We have to know everything that is in the books. Many times I pretend that I know what I'm reading when I really don't. I guess that's why I make bad grades.

"The counselor said that Junior High would be different, but so far I am lost. This is not very different. Every time you do something wrong they paddle you. I don't mind getting paddled - it doesn't hurt anyway. Today two funny looking men dressed in suits told us that we had to follow the rules. They told us to read the rule book. In class you have to be like a saint or the teacher will send you to the principal's office to get paddled anyway."

"One of the teachers told me today that I had been in school eight years and that I didn't know anything. I wish I had been able to answer her questions, but I can't say the right words. I have to think for a little while and they get mad. Everyday I come to school, but I don't learn or make good grades."

"The principal and the teachers are just like the cops. They wait for you to make a little mistake and then you get it. All of them hate me, I don't know why, but I don't care because I feel the same way. I was so restless in class today that the teacher sent me to the office. I guess I feel uneasy because my father has been unemployed and my mother is sick. When the principal asked me if I had any problems, I answered "no". Anyway, he doesn't really care. He won't do anything. I have one more chance before I get kicked out. Anyway, I've been here five years already."

"Yesterday when I skipped school I met two dropouts, they told me they had the same problems that I have in school, but nobody offered to help them or try to understand them, finally both of them were kicked out of school for fighting. Maybe that's what's going to happen to me. I want to stay in school because my parents want me to but I'm not doing any good. The teachers say I don't know anything and I believe them."

"They all say that high school will be different, but that's what they said about junior high school. I don't like school, this school is for mama's boys, all the sissies do what the teachers tell them to do. A lot of us don't, we're different. I don't think I'll make it to high school because I don't know anything anyway. Who cares?"

ANALYSIS IN RETROSPECT

Something needs to be done for these students other than separating them from regular classes, sequencing, special education, curriculum division and other similar programs, for it is a mistaken concept of education to assume that book learning alone is involved. Ability to relate meaningfully to people, to accept authority as helpful guidance, and to assume a useful and confident role in society are necessary and intricate parts of an individual's education.

Formal education programs provided with regular weekly school work and daily classes are the most practical and the most available and widespread means of combating deprivation. By raising the level of education, the level of living is also raised, socially and economically, since deprived children usually come from families with lower levels of economic attainment, as well as lower levels of educational attainment.

It is hoped that the previous descriptive insights will serve to make teachers and school administrators more cognizant of the growing number of youngsters who are not equipped to succeed in our present school system.

South Texas has an acute educational problem growing out of the crossing of two cultures which have failed to develop widespread, effective communication to assist them in acculturation processes.

It is fairly well established as a fact that the Spanish speaking members of the South Texas area have generally had a difficult time adjusting to and succeeding in the educational system. Living in communities generally dominated by persons of a different culture, they have often been confronted with prejudice and discrimination.

School facilities have often been inadequate and the Spanish speaking students have sometimes been segregated from other students. Schools have not been fully sympathetic to the special needs of the Spanish speaking children and have contributed to their poor educational performance. Statistics show that Texas has five million Spanish surname population which includes twenty percent of the school age students. Eighty-nine percent of the children having Spanish surnames and with Spanish as their first language drop out of school before completing a regular twelve year educational program; forever being forced to choose between conflicting sets of values, being rewarded or punished depending upon the cultural system.¹

Teachers do not always provide for individual differences, as emphasized in education courses, when teaching Mexican-American children. They are more aware of such a need in the English speaking student and

¹ Severo Gomez, "The Meaning and Implications of Bilingualism for Texas Schools," in Dwain M. Estes and David W. Darling, (Eds.), Improving Educational Opportunities of the Mexican-American, proceedings of the First Texas Conference for the Mexican-American, San Antonio, Texas, April 13-15, 1967, pp. 42-63.

attempt to provide for such differences wherever possible, however, this tends to be more in terms of the English speaking student and conformity and similarities are usually emphasized rather than individuality. Too often, providing for "individual differences" erroneously becomes confused with changing a child in the school room to what the teacher thinks is desirable. For the Mexican-American, this concept is often in conflict with his family environment.¹

Many of the Mexican-American parents have little education and have no long term educational goals for their children. Accustomed to poverty and to an inferior place in society, they accept the narrow limitations imposed on them. Since many of these parents are poor and uneducated, they trust the school to educate their children. Contrary to popular belief, trust, more than apathy, keeps such parents from helping their children to learn.

¹ Richard A. Lamanna and Julian Samora, "Recent Trends in Educational Status of Mexican-Americans in Texas," in Dwain M. Estes and David W. Darling, (Eds.), Improving Educational Opportunities of the Mexican-American, proceedings of the First Texas Conference for the Mexican-American, San Antonio, Texas, April 13-15, 1967, pp. 20-39.

In some of the schools the child is tested and in many cases "labeled" and segregated as a non-achiever, poor achiever, special education student, or placed in some other category. Once a child has acquired a fatalistic outlook and has thus learned to see himself as doomed to failure, it is much more difficult to show him that he can succeed. And, once a child is so labeled, teachers expect little of him as a student and they are usually not disappointed.

Use of the Spanish language is prohibited within the schoolgrounds in many schools in this area with consequences of penalties or punishment. The children often come to feel ashamed of their own language and in an effort to conform and to be accepted they disclaim a speaking knowledge of their native language which in turn limits and inhibits their ability to express themselves in class, in talent auditions and in other media of self-expression.

The Mexican-American is under heavy pressure to function "like the rest of society" in thought, in word, and in action. This burden becomes almost unbearable when applied by the teacher in the classroom. Some teachers will consistently reward the Mexican-American child for behaving like a middle class Anglo, and with

the same persistence punish him for behaving like a Mexican-American. In this respect, the school often does more to make the Mexican-American child ashamed of this cultural heritage than any other force in society. The child who is learning social roles is caught between the culture of his parents and that of the school, as well as that of the rest of the community.¹

¹ The bulk of the preceding information supplied in the foregoing portion of this report was compiled for a report, "The Mexican-American in South Texas", given by Alberto Huerta at a faculty luncheon culminating the activity of the Teacher Corps, Texas A & I University, Kingsville, Texas.

SECTION TWO

METHODS

To the schools of the Southwest and particularly to the cities on the border, the challenge of increasing educational opportunities for economically disadvantaged children is not a new problem. This problem is magnified because of the impact of cross cultural language problems for the Mexican-American children who must attend schools where English is usually the only language spoken and in which all classes are taught. The challenge to provide the Mexican-American child with meaningful educational experiences is still one of paramount importance, for a child may enter school under the dual handicap of understanding neither the language nor the culture of the institution upon which his education depends, and in large part upon which his chances for success in life depend.

Educational programs are needed which will give all students fluency in English, pride in their own

culture, and the desire to become happy, useful, contributing citizens of the United States.

This section will include a discussion of potential contributions which could be made through programs administered by sensitive and informed teachers aware of the complicated educational problem in which bilingual and bicultural conflict have become the central theme.

Integration of all the communication skills in functional situations, in and out of school, are important. To teach language not only as a means of communication but also as a vehicle of culture requires resourcefulness, conscientious planning and logical and organized approaches. In actual teaching practice, academic development and cultural orientation should be completely integrated. Isolated language development and reading skills are not adequate to help the student function in normal classrooms with peer groups. The successful youngster must also have a good self-concept and must feel successful in what he is doing in school. A child should never be made, directly or through implication, to feel ashamed of his parents or his home, or that his parents are not concerned about him.

The importance of the teacher's role in the success of educational programs cannot be over emphasized;

the student must feel that the teacher cares and is interested in him. The teacher's personality, his attitude toward and empathy for his students will greatly determine the success of the program. An instructor who is cognizant of the problems involved will hold the class to a minimum size to ensure individual instruction. Feelings of inferiority are reinforced when school children are placed in situations over which they have little or no control, no feelings of success, and out of which there is no escape, except rejection or withdrawal.

What are the schools trying to teach? What school experiences will help the child to become a successful contributing member of society? The purpose of this section of this report then, is basically to stimulate thinking among educators and others concerned with economically and educationally disadvantaged children and to suggest avenues and make available resources for combating deprivation.

OBJECTIVES

Information and suggestions given in this report are to acquaint teachers with the type of children with

whom the Teacher Corps worked, and for whom the program was initiated. And, to help make people more cognizant, teachers and administrators in particular, of the growing number of youngsters who are almost totally unequipped to succeed in our present school system.

Teachers working with disadvantaged youngsters will find it helpful to have specific problems and their causes identified. Obviously, it is not enough to know that there is a problem - the key to success is to seek and to apply practical solutions to the problem. Regular classes, sequencing, special education classes and other curriculum division programs have thus far been limited in their effectiveness.

The objectives of the Corps members, in working with deprived children in the South Texas area, were both academic and cultural.

At the academic level, Corps members hoped to help the students: (1) to develop the ability to communicate in English and to express their own ideas in natural speech patterns, as well as acquiring proficiency in language for everyday conversation, (2) to develop skills and understanding in content areas of study and to acquire language skills applicable to all

areas of study, and, (3) to develop the ability to work successfully in a typical classroom with a peer group.

Major cultural objectives were: (1) to release greater powers of self-expression which would lead to a new sense of accomplishment and contribute to the learning process, (2) to foster insight into the cultural patterns and social values of the United States and to develop appreciation of the Mexican culture and of the heritage of the Mexican-American people in order that children from both cultures could develop the desire to become happy, useful, contributing members of society, and, (3) to develop, in such disadvantaged children, confidence, self-respect, self-actualization, and a higher level of aspiration and achievement.

The methods and materials suggested and discussed here were found to be effective tools in finding solutions to the problems of some of the boys and girls with whom the Teacher Corps members worked .

APPROACH AND TECHNIQUES

A completely individualistic approach to the situation was emphasized: small groups were utilized; close interaction and complete acceptance of the children were

considered vital. Pragmatic application of any educational techniques found to be successful was stressed and emphasis was placed on the innovation approach to problems in teaching these disadvantaged children. The Corps members attempted to develop good rapport with the students and to assume the role of a friend and helper who stimulates curiosity and enthusiasm on a non-authoritarian basis. Special effort was also made to involve the parents of the children as much as possible.

A search was made for techniques which would help the children to become more aware of themselves by improving their self-image and by increasing their understanding of their relationship to the world around them, as well as by helping them to gain self-confidence through the development of their ability to better meet existing situations. Basic skills necessary for success in school were also emphasized, particularly the skill of clear, analytical thinking.

The children were motivated by structuring class situations which would involve real interactions and processes, thus bringing meaningful situations into the classroom. Easy, initial success was insured while enough challenge was presented to create and maintain their interest.

Varied and meaningful approaches to learning will be made more effective with special equipment - it is essential that books and materials be available which are especially designed to meet the needs of these children. This may mean that such materials must be created or written by an imaginative and insightful teacher.

Student placement is also an extremely important factor in the effectiveness of the program, many and varied techniques should be used to group children into the most compatible and workable units for instruction. Too often, children are placed in special education classes who really belong in some other program. Unfortunate examples of this are the mentally retarded, the emotionally disturbed, and, in some cases, discipline problems. This is an extremely difficult problem, however, because students do vary so drastically in ability, fluency in English, and in academic achievement.

There is a great need, particularly in the South Texas area, for teachers who understand; who are empathetic to the culture of the Mexican-American, as well as to the Anglo culture, and, who are cognizant of the social backgrounds of their students.

The following description is an illustration of the approach and fundamental techniques used to develop an effective communication level with the children.

The atmosphere of the classroom was changed to make it clearly distinguishable from the rest of the school. All student desks were replaced with round tables and chairs; the rest of the room was left empty so that the students would not have a feeling of physical restriction or distraction. To encourage group activity, which is so important for these children, games and puzzles were always made available and nearly all of the children's drawings were displayed on the walls.

In addition to the most pleasant physical atmosphere that could be constructed, a solid rapport was developed with the children. When the children entered the room, much of the pressure they had previously felt in the usual school situation was lessened. They were given game oriented activities, based on self-expression, such as drawing, painting or working with modeling clay. The needs of the children were carefully noted through consistent observation and priority was given to activities adapted to meet their immediate feelings and needs.

At first, many of the activities were non-verbal, because of the language differences, as most of these children were Mexican-American children with second language problems increasing the educational and social difficulties already impeding their intellectual and emotional growth. Usually, the child was already so aware of the language differences that when a situation presupposed or forced a use of English that the child did not feel adequate in he would withdraw or even completely subliminate. Either reaction was an extreme barrier to communication in the child's learning experience.

For similar reasons, the children were not presented with any work or activity that they could not accomplish successfully and meaningfully, without frustration. This consideration, though obviously fundamental, was very beneficial and even essential.

The experience background of the child, however great or however limited, was utilized, where ever possible, to facilitate the child's learning. This helped the child to adjust more rapidly to the new learning environment. Too often, these children's educational exposure has been shrouded in an unfamiliar language and culture and the attempt to cope with it

has resulted only in frustration and, in some instances, has even caused the child's mental withdrawal from the difficult or frustrating situation. To combat this tendency toward frustration and withdrawal, every effort was made to involve each student, each day, in the learning process.

SELF-IMAGE

There is little doubt that competition plays a vital part in the development of a child's self-image and therefore, of his self-confidence, for competition is traditionally emphasized and employed in our country and in our schools. It is woven intricately throughout the American school system, as well as throughout nearly all phases of our culture. Students compete for grades; athletic teams compete for championships; individuals compete for the attention of their teacher or fellow students. Competition, however, has both negative and positive aspects. Any teacher has a multitude of examples of the effect of success on those who have competed and won. Almost any coach can show you a person with a college degree that seemed to a certain drop-out until he came under the influence of athletic

competition. Many famous men today can honestly say that if it had not been for sports they would certainly not be where they are. Their success in sports helped them gain the confidence and self-respect to do well in other areas.

But, what about the students who are unable to compete successfully in our schools? How may they achieve a feeling of success? Few youngsters from predominately Spanish speaking environments in the dominant English society can accomplish this in the present school system without special help. Any student, unable to achieve constructively and legitimately and be recognized for that achievement, may channel his energy and frustration into desstructive, illegitimate outlets which, in turn, become problems to teachers and later more direct problems to society, itself.

The following methods were found to be successful in developing more positive self-concepts in disadvantaged children.

SUBJECT: Self-Image
DIVISION: Fifth through Twelfth Grades
PROBLEM: Student's need to feel successful and to
build self-confidence
PROCEDURE: Intramural Programs

An intramural program was sponsored for the students which proved to be an outstanding success in many ways. The program consisted of both athletic and scholastic competition. Students who previously had found little or no interest in school began to develop more interest.

One of the most successful events was a scholastic activity; an essay contest for students in the seventh, eighth and ninth grades. With a desire to help as many of the students as possible to experience feelings of success and to receive recognition for their efforts and achievements, twelve winners were chosen; four winners in each grade level. Content and subject matter were emphasized with the realization that if the judges were to judge the papers chiefly on grammar, only students who had already achieved success in the classroom would be likely to be motivated to compete, or after entering the competition, to compete successfully. The contest was widely advertized and students were encouraged to enter and advised that the essays would be judged on content more than on grammar. The results of this activity were that many of the previously less successful students were encouraged to enter the contest and turned in worthwhile papers. Stories of the twelve winners were printed in the school paper and they were publically

recognized before the student body. The notable difference in motivation and in quality of achievement by these students in school work and in their performance in all of their classes supports the premise that success in any area tends to improve an individual's performance in other areas. This instance is cited to relate a student's perceived ability to perform and achieve successfully in his own eyes to his self-confidence and to his actual ability for further achievement and success.

The intramural program also provided opportunities for students to achieve success in other areas. Ping Pong, basketball, volleyball, softball, and football tournaments were scheduled. Library contests, as well as spelling and speech contests were also added to the intramural program.

The resulting enthusiasm partially counteracted and compensated for the attitude assumed previously by many of the students that school was a bore where no one cared but where, by law, they were required to mark time until they would be old enough to quit.

In general, an adult can retain his identity in his own ethnic and cultural group, selecting the familiar from the new and unknown and adding to his learning as needed. But great stress and anxiety result when a child, still in the process of learning social roles, is forced to choose

between conflicting sets of values taught by his parents on one hand and by the schools on the other.

The following techniques are suggested for use in improving a student's self-concept and, thereby, enabling him to function at a higher level in all areas.

SUBJECT: Self-Image

DIVISION: Fifth through Eighth Grades

PROBLEM: Student's need for individual attention and recognition and for pride in himself and his family

PROCEDURE: Initiating "Class Books"

Each class may plan and begin a scrapbook or a "class book". Sheets of paper eight inches by fourteen inches are a good size for this project. This book may include the family stories of each child in the class and each student should be encouraged to relate experiences and history about himself and his family to his teacher who may then write his story for entry into the class book in simple but correct English with the student's personal signature at the end of it. Or, if the student prefers, he may write his own story to be added to the book for his class.

The class book may also include other stories written by or for or about the class. An amusing example

of such a story was a short story about the swarms of termites some students had once seen coming from behind the blackboards in their room. The class had dictated the story to the teacher to be written and entered in their class book.

The stories used in these books are valuable as meaningful reading material for the students whom the stories spotlight or involve and this material has the potential, if properly used, for developing a more positive self-image as others read about the students and his family and as all of the students come to know each other better through the stories and histories in the class book. Material in class books also presents very relevant and meaningful reading matter for most students and which will hold their interest and concentration for considerable periods of time. Students usually desire to read it often; this gives them practice in reading and in word recognition.

In connection with class books, it may prove fun and valuable to take short trips in a car, when and where feasible, driving past all of the student's homes (keeping in mind that most classes for deprived children are very small). This added recognition and attention sometimes has a tendency to draw out the shyer students and to broaden the experiences of the entire class.

SUBJECT: Self-Image
DIVISION: Fifth through Eighth Grades
PROBLEM: Students lack of personal possessions and
belongings at home or in school
PROCEDURE: Personal Folders

Each student may be encouraged to make a personal folder in which to keep all of his papers - worksheets, pictures, puzzles, stories, and any other school work he desires to keep. The students can have a lot of fun decorating their folders in whatever way they may choose. Recognition for especially creative decorating might be given to encourage class participation in the project and to emphasize the importance of the student's personal folders. All the folders might be hung on the bulletin board for a week before the class plans to begin using them.

SUBJECT: Self-Image
DIVISION: Fifth through Eighth Grades
PROBLEM: Lack of relevant material which the students
can relate to; need for more means of self-
expression and an inadequate awareness of
daily happenings
PROCEDURE: Diaries

Diaries may serve several functions, the main function should be to provide a means of self-expression and to help the students to develop more awareness of themselves and of their surroundings.

Each student may be encouraged to make a diary in which a brief daily entry is made. This may be made on loose leaf sheets of paper if desired and entries should not be corrected for errors.

Diaries also provide a form of communication between the student and the teacher and may help the teacher to develop more insight into the student's life and into his behavior and attitudes. Still a further function of the diaries is the daily practice provided by each entry in spelling and in reading every day words and phrases. As students read back over their diaries, the progress they have made is evident to themselves as well as to the teacher. There are usually fewer words misspelled, better and more vivid grammatical expression and neater papers.

SUBJECT: Self-Image
DIVISION: Fifth through Eighth Grades
PROBLEM: Poor self-image, inability to visualize themselves positively
PROCEDURE: Pictures

Many snapshots and pictures may be taken of the students in class, in the halls, at programs, outside, at play and in any other desired situation. Most of

these may be black and white pictures, however if desired, slides, colored pictures and even moving pictures may be taken.

A permanent "picture" section of the bulletin board should be assigned with recent pictures always posted. This project has been very successful and the picture section of the bulletin board has emphasized the student's importance to himself and others and has been a focal point of his class mates, students from other classes and of teachers, as well.

SOCIAL STUDIES

The importance of social studies can hardly be over estimated for it is in this area that students develop those attitudes and values which constitute the basis of good citizenship and often of self-identification. Even at the first grade level, as children study the home and the school, they become aware of democratic values, patriotism and a sense of loyalty to family, school and community.

Basically, the same ideas given under first grade subject matter should be employed in the succeeding grades but at a more mature level. If language development becomes an integral part of the school program, the other problems will decrease to some extent.

The approach to social studies, as with all areas of instruction, should be tailored to the existing problems and needs of the children. Many times students view social studies as anything that requires the memorization of names, dates, capitols, and other assorted pieces and bits of information; there doesn't appear to be a central theme which makes social studies really relevant to the student and his life and interests.

The following approach in teaching Social Studies was found to be very effective by the Corps members in the South Texas area.

SUBJECT: Social Studies
DIVISION: Sixth through Twelvth Grades
PROBLEM: Student's inability to relate Social Studies
to self and community
PROCEDURE: Concept Teaching

Social Studies should be the motivating force that makes the students what they are: their language, their physical features, their culture. An attempt to reach a common objective and goal should be made. Everything studied and taught should have some definite relationship to the student today. Who, what, why, when and where as it is related to the present and to the student should also be directly related to the presented material. Specifics

should not become the goal of the class but rather the concept of what is being taught should become the one most important factor.

For example: more than two months were devoted to the study of South Texas: map reading, climate, industry, trade, occupations, culture, and the most important subject in any social science class - the students themselves and how they are a part of the whole scheme.

Hurricane Beula was probably one of the most timely of all disasters; map reading instruction had bogged down in longitude and latitude and their significance to these students living in an isolated community seemed completely non-existent. Hurricane tracking was the answer. The result was revitalization and enthusiasm. The concept and use of why the world is split into thousands of longitudinal and latitudinal lines was strongly impressed upon the minds of these students and they could understand its relevance to themselves and the community.

As the class began its study of Europe, again it became evident that "concept" was the key: America as a result of Europe.

Another major objective in any social studies class should be the concept and practice of tolerance. Different customs, cultures, languages, religion and other basic value

patterns must be recognized as paramount factors influencing the student's lives. Men, being individual, are each different; this difference can and does make life more interesting, however, it can also cause problems in understanding. For this reason, social studies programs, particularly those where there are marked ethnic groups with differences from the majority group, should entail teaching the concept of toleration and understanding.

Not only in social studies but in all classes an atmosphere conducive to discussion and freedom of thought must be fostered wherever possible. A teacher should deal with any question as though the answer was the most important crisis at the moment - it may be to the asker. Questions act as stimulants and a teacher who is aware of this will allow stimulation and thought which, in turn, facilitates learning for the students. No question should be considered insignificant; if it is handled as though it was, the source of the question also becomes insignificant and students may become discouraged, lose interest and/or self-confidence. Social studies should be allowed to become more than just books with names and dates to be memorized. Social studies must be related to the present in a meaningful way and

the subject matter justified or explained because of and in relationship to the past.

Current events discussions are also of prime importance. Once a week the class may be opened up for comments, questions, or discussions and debates on any subject of interest to the students. The teacher's role should be one of moderator and clarifier. The topics may range from Viet Nam to how a cartoon is made. Here again, the concept of the student, that of being an actual part of present history as it is happening, is applicable and should be utilized. The student's mind will never question or seek answers unless he is given the opportunity to formulate and ask questions and to seek and find the answers.

Television programs dealing with current topics or areas of interest provide excellent motivational and educational medium for learning experiences and for animated class discussions. An example of this experienced by one teacher was a recent National Geographic documentary dealing with the Amazon River which sparked three days of questions and discussion after the program time, date and channel had been mentioned; the entire geography class had seen it.

Civics as the study of individuals trying to live simultaneously as individuals and as members of

society gave rise to the question - "Who leads whom?" The meaning and significance of man and his social organization, including his home, city, country, state and federal commitments and obligations, was accepted as the key and one Civics class spent many hours trying to resolve the question of the individual's rights and the people and laws around him called society. Civil and criminal law culminated in a two week mock trial that was most effective in helping the students to analyze laws and the reasons for and necessity of having laws. Many students became acquainted with the law in a completely different way than they had ever been aware of it before.

Questions dealing with population, immigration, and the resulting problems of prejudice, ghettos and riots stimulated debate teams and planted seeds of understanding based on other than emotial principles alone.

History may become a fascinating and educational search into the individual of today. People and things are not the way they are "just because"; there are reasons for everything one knows, senses, or wonders about. Such an approach to history will provide greater meaning and interest. Why are some students Catholic and others Protestant? When you write a letter, what debt do you owe the Egyptians, Phoenicians, Greeks, Romans, or others?

What is Nationalism? Why has it been the key to the dilemma of man for centuries? Are there any similarities between the war in Viet Nam and all the wars in history? Has man learned anything from past experience? These thought provoking questions and concepts help students to relate the present and the past in a more meaningful way.

An activity appropriate for either geography or history is map making. Large maps of areas under study may be constructed with little effort and few supplies. First, an outline map may be drawn on a transparency, then projected onto newsprint where the class may trace the borders. Paint, brushes and other necessary supplies provide fun, create interest and stimulate knowledge. This activity may provide the means also of supplying maps in the absence or unavailability of prepared maps.

Films also provide an excellent means of motivating discussions in social studies classes wherever available and may also provide the visual and concrete elements of a concept for a student unable to grasp it through other means, and facilitates concept understanding for all students.

LANGUAGE ARTS

The vast majority of students seem to experience their greatest difficulty in reading because of an inadequate instant vocabulary, poor oral and silent reading techniques, poor comprehension and a lack of phonic skills.

With these difficulties in mind, the main objectives of the reading program were to help children functioning below their grade level to develop a better image of themselves by creating the kind of reading program in which they could function more effectively and to motivate the students to learn.

It is suggested by many educators that before a student is able to begin formal instruction in reading, he must have an adequate number of instant words at his command. These words consist of those used by students most often and those which he sees in nearly everything he reads. For the primary grades, it is suggested that three hundred instant words are necessary for reading instruction and by the time a child completes grade four, he should have at least six hundred instant words at his command.

Most of the students with which the Teacher Corps worked spoke Spanish almost entirely in their homes. This

gave the students very little opportunity to practice what they learned each day and an extremely large portion of the school children had reading difficulties. Even in a classroom situation with students having similar problems it is difficult to develop a program which will help all of the students in a class for each of these students have specific individual needs and will respond more readily to an individualized approach. Deprived children, particularly, are less able to adapt to standardized group approaches in teaching because of their limited learning experiences.

Phonics and word attack skills are usually more effective if integrated with writing and other methods when being taught. A teacher could not expect to meet the diverse needs of disadvantaged children with one single approach. One unique approach which proved to be effective was small group tutoring. With this informal discussion much can be accomplished. Working with an individual or a small group is much different from working with students in a usual classroom situation. It is impossible for individual members of a class of thirty to have the opportunity to participate in many discussions. The more advanced students usually do the talking and the other students are often left out.

However, in small groups each student may be drawn out to his full potential.

Skillful use of listening and speaking abilities are basic in learning to read. When a teacher works with an individual student or with a small group there is much more opportunity for meaningful interaction between the teacher and each student and between the students themselves. An instructor may find that students such as these who have experienced repeated failures in the usual classroom situation usually have negative feelings toward school and the classrooms because of their inability to perform well and their lack of success in the past.

Lecturing is usually ineffective. If a child has a limited background of experience, which is nearly always the case with deprived students, he may have trouble communicating and a teacher will accomplish more in less time by discussing things directly with the child and by showing him new things, listening to him, letting him listen to new sounds and expanding his awareness of the world around him before actual formal instruction is begun. Wider experience means better reading readiness.

Talking directly to the student about things in which he is interested will not improve his speech and vocabulary as much as it may provide him with evidence of his individual worth for perhaps the first time and

make him more teachable. Personal concern for the student is often a teacher's greatest asset; teachers working with educationally deprived children need to make each student realize that he is sincerely interested in him as an individual. As stated previously, improving each child's self-concept and thus their self-confidence is often the key to the problem. Many of the student's attitudes toward themselves are very negative because of their inability to compete with others scholastically and socially. There is much less resistance to learning when the student's self-image is good and his ability to function satisfactorially under all conditions and circumstances is increased. This may be done indirectly in numerous ways through positive reinforcement. Relating incidents of how people's attitudes toward themselves have affected their performance is often effective in helping a student to relate to a successful person with whom he can identify. Finding a child's interest is one way of showing concern for him and to facilitate learning for the student, lessons should be geared to the children's interests as much as possible.

When selecting materials to be used in lesson presentation, keep in mind that beginning material should be at a level well within the reach of the student's ability to comprehend and to perform successfully on

initial efforts. Because most of these students have had very little success in school they need the reassurance of rewarding experiences to restore their self-confidence. This atmosphere of success will not only build the student's confidence but will also help establish a good working relationship between the teacher and the student.

If students are attending regular school classes, as well as special classes, different material and readers should be used than the ones which they are using in their regular classes. If the teacher can ask a few well directed questions and be a good listener the students will be able to think for themselves more quickly. Questions ask for comprehension after silent reading are more effective than questions asked on something the student has just read orally. When asking a student questions, he should not be allowed to flounder on an answer for more than a few moments; tactfully help him to arrive at the correct answer and indicate immediately whether his answers are right or wrong. Let him know that you are pleased when he answers correctly, however, when a student answers incorrectly do not show disapproval to the extent that he becomes discouraged. If the teacher must supply an answer, he should be sure the student understands the answer and the means of arriving at that answer.

The teacher should attempt to ask questions and make comments that will increase the student's awareness of the world and of his environment and which will enhance his powers of observation and encourage him to compare new objects with familiar objects and new ways of saying things with old ways of saying them. The student should be encouraged to notice and express ways in which things are alike and ways in which they are different.

Many of the students in the South Texas schools have accents; some accents are so pronounced that the students are difficult to understand. Lacking skill in pronunciation seems to hamper the student's ability to recognize words also. There are rhymes, poems and games which can be used to teach pupils who have various kinds of speech irregularities but it is wise to remember that the patterns of speech used in everyday speech habits are learned from an individual's environment and are acquired from infancy throughout life; change comes only from constant practice with the new patterns. Youngsters may also be very sensitive about their habits of speech and may interpret attempts to change their speech habits and patterns as criticism of themselves, as individuals, or of their parents.

There are teachers in every school who have made the mistake of labeling some students as virtually uneducable. Most deprived students have found themselves in circumstances where they have repeatedly been judged according to stereotypes of character, ability and intelligence and then labeled or categorized. It takes much patience, consistent effort and a great deal of time before some of these children begin to respond in a classroom situation; teachers must conscientiously avoid making such judgements and guard against expecting less of these students than they are actually capable of.

EXPERIMENTAL READING PROGRAM

SUBJECT: Reading
DIVISION: Junior High School
PROBLEM: Lack of an effective reading program
PROCEDURE: Effective group placement

To enable the students in the class to receive the maximum amount of individual attention, an experimental reading program was implemented in a seventh grade low achievement reading class.

Although lumped together as a low ability class, the students varied considerably in their reading abilities. While most of the students read with varying

degrees of competence, there were also five non-readers. It was impossible to meet all of the student's needs under these existing conditions. The majority of the students also lacked confidence; all of them lacked basic reading skills and all of them were above the average age for the grade level.

Before the program could be effectively implemented, these differences had to be considered and resolved. The class of twenty-five students was divided into groups of five students each. This division was necessary for several reasons. First, the wide range of abilities among the students indicated that while some of the youngsters would need individual attention each day, other students would not need as much daily individualized attention with their actual school work. Secondly, while offering a wider range of diversified materials to the students, the small groups would also allow closer contact enabling the pupils and the teacher to maintain greater rapport. Closer work with students would also enable teachers to meet the needs of the students in other than academic areas. Finally, this grouping method would afford the students a change from the ordinary junior high school classroom routine.

Two major criteria were considered in grouping the students, the extent of their reading ability and

the amount of individual attention they would require. The five non-readers, an obvious division, were placed in one group. There were also five students who were more advanced in reading abilities than the rest of the students in the class, therefore, they were placed in a group together. With the aid of a sociogram the remaining fifteen youngsters were divided into three groups of five students each. These students were grouped according to their academic and social compatibility with other students with whom they would be working; this compatibility being determined primarily with the use of the sociogram. After a student had been placed in a particular group, a final check was made to insure that his particular academic and social needs would be best met in that group.

Whenever possible, two teachers worked together; each day three of the five groups would receive combined instruction from one of the two teachers.

A fourth group of five would work independently once a week, the groups alternating so that each group worked independently once a week. The students in the independent group would work together on their assignments without an instructor, however, no more than one of the four groups would work independently in a day.

The group of non-readers were never combined with any of the other groups, but worked together within their own group each day. This group began work in the Sullivan Reading Readiness Program and an instructor always worked with them.

Much emphasis was placed on individual attention, two instructors worked together on this program to insure more individual attention per student than would be afforded in the typical classroom setup. However, this program has been successfully adapted in classes in which there was only one instructor. Where two teachers are available, they may find it more effective to alternate tasks, one teacher working with the non-reader's group one day while the other teacher works with the section consisting of the three combined groups and the next day alternating.

This program proved noteworthy in several respects. The intensive and consistent instruction on an individual basis made it possible for the non-readers to advance at a fairly rapid rate while the reading ability of the students in the other groups also showed marked improvement in a short period of time. Perhaps more important, when working with deprived children, this program allowed the teachers to work much closer with the individual students

and the pupil-teacher rapport that developed was excellent, making possible more opportunity for social, as well as academic progress.

SUBJECT: Reading: Bilingual Approach

DIVISION: Elementary Level

PROBLEM: Inability of students to comprehend or to
 express themselves adequately enough for
 success in school

PROCEDURE: Teaching English as a second language

The general supposition made in language programs, until recently, has been that once a student learned English the educational program for him should be the same as for the native English speaker regardless of social class or culture.

There has also been a lack of recognition of the degrees of bilingualism in our educational systems and consequently there had been no development of programs, diagnostic measure, or instructional materials for students at different levels of English mastery until quite recently. Since the mastery of English is on a continuum, some pupils come to school with little or no knowledge of English, others come with some knowledge of English, still others come to school with considerable facility in the use of English. Well planned and

articulated programs are badly needed. Present programs generally do not provide for these variations and, quite often, well-conceived programs deteriorate into routine pattern practice with no objective other than repetition.

The problem actually is not whether Spanish should be used in educating the Mexican-American but rather how it can best provide for better communication and understanding of English. Teachers in the regular classroom are generally unable to communicate sufficiently with the majority of these children to teach them. These students usually have little or no knowledge of English and are unable to understand the teacher's instructions or express themselves adequately in class. Many of them are not ready for textbook learning and their attention span is often very short.

Emphasis should be placed on oral communication and both Spanish and English utilized in building the student's vocabulary. If students are allowed to express themselves in Spanish and discuss home experiences or to talk about things which are familiar to them it will help them to develop what they already know by using Spanish as a language of instruction; English may then be introduced gradually as a second language.

In teaching bilingual children, the basic structure of the language should be stressed through repetition of

all kinds; dialogues, games, fingerplays, action songs and other activities help the practice of language patterns to convey meaning, interest and enjoyment.

Whenever possible, listening, doing and speaking should be combined to make a total learning experience for the students and to utilize the natural need of children for active participation. Children will learn to speak a second language more quickly when there is a need for it and when the second language is presented in an enjoyable situation in tune with their interests. Dramatization of both real and vicarious situations present opportunities to enlarge the pupil's knowledge of the English speaking environment and most children thoroughly enjoy activities in which they may pretend or dramatize. Again, the enthusiasm and attitude of the teacher in motivating student interest and in making learning a worthwhile and happy experience for these students cannot be over estimated.

Background activities should be provided which will enhance the student's learning experiences and prepare him for success in school. Taking students for walks outside of the school building and naming things in both Spanish and English is often helpful. Everyday objects and basic concepts are most effective for developing the child's vocabulary in both languages.

Providing concrete objects which the student can feel, handle, see and name will help to emphasize oral communication and student involvement and will enable the student to relate the concrete objects to the written and spoken word.

An example one teacher used was a kite - materials were brought to class, student and teachers built a simple kite and flew it. The students were also allowed to paint the kite.

Lists of instant words may be written on a progress chart and the children encouraged to check themselves on the number of instant words at their command.

A controlled reader consisting of 35 mm film-script, projector and graded firls of stories and pictures was used rather extensively, particularly for corrective reading, and found very effective. Stories were selected for easy reading to develop confidence. Before actually reading the story, however, the vocabulary was presented and the story was followed by a comprehension check-up.

As these students need to have oral expression emphasized in their learning situations they should be encouraged to bring some article to school at least once a week and tell about it, or to demonstrate something, this may be part of show and tell exercises or

of time during the day. Many of these demonstrations may be effectively taped to be played back to the children. This will help students to learn to speak louder and enunciate more clearly and it will lessen feelings of fear and self-consciousness.

Stories told in class become more meaningful to bilingual students when the story is told first in English and then translated and told in Spanish, increasing their ability to relate word meanings and to understand concepts.

Cutting pictures from catalogs, magazines and comics and labeling the items in Spanish and in English proved effective in motivating students to learn and in retaining their interest for longer periods of time.

Two basic kinds of words should be taught in these classes for the the greatest effectiveness. Content words - words or nouns that have concrete meanings and can be seen or felt and Determiners, words such as the and are.

Content words are best taught by use of the real objects which they represent or by pictures. Determiners can only be taught in grammatical frames. Sentences should be used along with flash cards to avoid teaching words in isolation. The student may find it helpful if the teacher will sit on a level with him so that he can

easily see the mouth movements. Talk slowly but naturally saying the word and showing the picture or object it represents at the same time. The teacher may give the object to the student so that it will be in his possession at the time he learns the word or sentence signifying the object.

SUBJECT: Reading: Word Recognition
DIVISION: Elementary and Junior High Schools
PROBLEM: Inability to recognize various words
PROCEDURE: Word discrimination exercises

In some cases a student does not read well partially because he does not look closely at a word as he reads. Two exercises are suggested to improve the student's observation of reading material. First, after learning various words from the basic word lists, a sentence is read using only words the student is familiar with. Then using flash cards the student finds the correct words which will make the sentence he has just had read to him.

There are available a list of approximately thirty word groups of three words each for the next exercise suggested. Each group contains words which look similar to each other. The teacher calls out one

of the three words and the student must then discriminate between the words and select the word called out by the teacher.

Example: The teacher calls the word "freeze". The student must then select the correct word from the following: Phrase, Freeze, or Froze.

SUBJECT: Reading
DIVISION: Fifth through Twelfth Grades
PROBLEM: To develop the habits of original thought, creative writing, and greater comprehension
PROCEDURE: Story Telling -

Students rarely use their imaginations in ordinary school work, therefore, they do not develop the ability for original thought and creative writing which also limits their depth of comprehension.

Different sentences may be written on blank sheets of paper by the teacher or by various students. The sheets of paper are then passed from one student to another and each student adds to the thought or ideas expressed in the beginning sentence by adding at least one more sentence or more if he desires. It is good to have the student who was responsible for thinking of a good beginning sentence to

also be responsible for a good ending to the story when it has been around to all of the students and then he may read it to the class. The teacher may circulate as many different sentences at one time as she likes, each beginning with a different person.

Another method, although more structured than the one previously discussed, is to read the beginning of a story to the class and have them complete the story by writing their own ending and reading it to the class.

Another means of stimulating student's imaginations is to show the class a picture, preferably one with few contentual clues, such as a girl looking out of a window. The class must then write what they feel the girl is thinking about, doing, why she is standing there or what she is looking at.

SUBJECT: Reading
DIVISION: Elementary Grades
PROBLEM: To make oral reading more interesting and
 fun to the students
PROCEDURE: "TV" Reading

A rectangular hole may be cut in one side of a large cardboard box. Students may then paint it and

channel indicators and adjustment knobs may be drawn to give the effect of a TV set. Word strips may then be drawn through the screen section; pictures may or may not be used as desired. Students enjoy reading on TV.

SUBJECT: Reading
DIVISION: Elementary Grades
PROBLEM: Reading material other than the basal reader
PROCEDURE: Library Books

Many public libraries will allow a teacher to check out thirty books at one time for classroom use. These may be made available to the students. In most cases the variety of stories and pictures motivated the students and compensated for new words introduced.

Old magazines and comics also provided much material which was meaningful and useful for these students.

SUBJECT: Reading: Field Trips
DIVISION: Elementary Grades
PROBLEM: Limited background experience
PROCEDURE: Visits to the public libraries and the
Navy Base

On several occasions students in the reading classes were taken to the public libraries to acquaint them with the

facilities there and once they were taken to the navy base. After obtaining permission from school authorities and making arrangements with the authorities at the public libraries and the navy base, transportation was arranged and a time set for the trip.

Before each trip, the purpose of the that trip was discussed with the students and a review of what to expect and what to watch for was made.

While at the public libraries, students were allowed to get a library card and to check out books if they wanted to. As a whole, they seemed to enjoy this very much.

The students also reacted favorably to the trip to the navy base, commenting afterwards on things which impressed them the most such as being allowed to board a jet plane, visiting the control tower and observing technicians giving instructions to a pilot who was landing, observing weather and radar equipment and having free ice cream.

The students also enjoyed very much contributing news of their trips to the school newspaper. These field trips broadened the children's experience background and knowledge and made them feel more important to themselves and before others.

SUBJECT: Reading

DIVISION: Elementary Grades

PROBLEM: Motivational reading material for different ability levels and lack of comprehension of material read

PROCEDURE: SRA Reading Programs

SRA Reading Programs were used twice a week. In grades one through three, twenty "power builders", four page reading selections that help students to develop vocabulary, comprehension and word attack skills, were provided at each reading. Subject matter varied and included fantasy, natural science, adventure and everyday life. The program booklets include comprehension checks and exercises for developing vocabulary and skill in phonetics and in structural analysis of words. Answer keys are used by students to check their own responses.

In grades four through six, twelve "power builders" were provided at each reading level. Subject matter varied here also, including biography, social studies, natural science, adventure and everyday life.

SUBJECT: Reading
DIVISION: Elementary Grades
PROBLEM: To integrate art with reading
PROCEDURE: Story conceptualization

After reading a story, students were supplied with water colors, tempera paint, paper and brushes and asked to draw something related to the story. In this way many of the students were motivated to listen more closely and to be more observant throughout the story. Their conceptualization was greatly enhanced as well as their motor coordination. The teacher also benefited from this activity by developing insights into the children's weak and strong areas through observation of their paintings and by noting the extent of their abilities in different areas, particularly in the area of conceptualization and word and thought understanding.

SUBJECT: Reading
DIVISION: Fifth through Eighth Grades
PROBLEM: Lack of comprehension about past, present and future tenses and confusion about the order and sequence of days of the week, months and dates
PROCEDURE: Calendar Bulletin Board

Students with backgrounds of limited experience such as most disadvantaged students seem to have particular trouble with comprehending the order of the days of the week and the sequence of the months. They also tend to be confused about past, present and future tenses; yesterday, today and tomorrow seem to be particularly confusing.

A calendar bulletin board may be used as a very effective teaching aid in this area. Below the calendar should be the sentences "Yesterday was . . . (Name of the day, month, and the date to be filled in to complete the sentence)." "Today is . . ." and "Tomorrow will be . . ."

Student's birthdays and other special days should also be noted on the calendar each month.

Each day one or two students may be asked to change the sentences below the calendar so that they are correct. The student must change the day of the week and the date and the month whenever necessary. The teacher should already have the days, months, and numbers printed so that the children may pick out the correct ones and fill the blanks in the sentences.

If a student is unable to find the correct day or other information, the teacher might encourage him

to find the answer among the days printed at the top of each calendar and then to find the same word among the cards.

This helps the students to make correct associations such as the fact that "yesterday" was the same as "today" and that "today" was "tomorrow". This activity also helps the students to learn the correct spelling of the words on the bulletin board; whenever a student is having difficulty with the spelling and requests help, he may be referred to the bulletin board to find the necessary information. The calendar and the sentences below it may also be used as part of pattern practice drills and as reading practice.

ORAL ENGLISH

Students may have little opportunity to speak English outside of the classroom and schoolground environment; if parents are illiterate in English, they may not encourage the use of English in the home. In spite of deficiencies in the home background and in readiness for school learning, the pupils have positive and constructive values which can offset environmental influences and a sympathetic, skillful and interested teacher will help students to overcome these handicaps.

Structured linguistic drills based on Lado and Fries may be taped and replayed for students so that they can hear how they sound. This taping of the drills also has the effect of producing and maintaining greater interest on the part of the student through his more extensive and varied participation in the exercise.

The children may tape whatever they desire. They may enjoy singing songs that have been pepped up on the record player as they were taped. This sometimes stimulates the children in the use of oral English through music by motivating them to try out their own rock or singing groups and styles.

Puppets and puppet shows have also been excellent teaching aids. They may serve the dual purpose of providing opportunity for practice of oral English and for role playing which gives the child greater insight and ability to identify with the predominate society, thus accelerating acculturation processes and increasing the child's self-confidence and ability to function well.

The following methods were found to be effective in teaching oral English to deprived children. Many of these drills are oriented toward teaching English as a second language. This was necessary because of the high percentage of Mexican-American children needing help with language difficulties in this area.

SUBJECT: Oral English
DIVISION: Fifth through Eighth Grades
PROBLEM: Inadequate command of oral English
PROCEDURE: Pattern Drills

Trouble spots in English may be noted and pattern drills provided for each problem area to enable the students to practice natural English speech patterns orally and to obtain greater proficiency in linguistic construction. Various types of drills may be used for difficult patterns which will help with sentence structuring when practiced often and consistently.

Example: May I go get a drink?
Yesterday I bought a yo-yo.
Yesterday I went home.

SUBJECT: Oral English
DIVISION: Elementary and Junior High School Levels
PROBLEM: Spanish speaking students do not get enough practice speaking English
PROCEDURE: Various drills and their presentation

The drills presented here are effective both orally and in written exercises. For greatest efficiency, however, drills must be brief, well organized and cleverly

presented. Ten or fifteen minute drilling is usually sufficient for maximum effectiveness with oral exercises.

The teacher should work for spontaneous responses when using oral exercises; in obtaining an oral response, the teacher may call on the whole class to respond, or on the boys only, the girls only, one row, two rows, or two or more students together.

Quiet, shy students should not be singled out for response until the teacher is sure that they have enough confidence to respond in such a manner that their self-confidence will be reassured and their self-image reinforced in a positive way.

Examples of Various Types of Drills:

- REPETITION: This month is the seventh month.
- INFLECTION: I bought the ticket. I bought the tickets.
- RESTATEMENT: Tell him to wait for you. Wait for me.
- COMPLETION: I'll go my way and you go _____.
- TRANSPOSITION: I'm hungry. So am I.
- EXPANSION: I know him. I know him well.
I know him well because -
- CONTRACTION: Put your hand on the table.
Put it there.

TRANSFORMATION: He knows my telephone number.
 He doesn't know my telephone number.
 Does he know my telephone number?

INTEGRATION: They must be honest. It is important.
 It is important that they be honest.

REJOINDER: She smokes cigars. I don't believe it.

RESTORATION: Students - wait - bus.
 Students wait for the bus.

Building Vocabulary: Association By Groups

RELATIVES

mother
 father
 brother
 sister
 grandfather
 grandmother
 aunt
 uncle

PARIENTES

madre
 padre
 hermano
 hermana
 abuelo
 abuela
 ti'a
 ti'o

VEGETABLES

lettuce
 tomatoe
 carrots
 squash
 potatoes
 onions
 peas
 corn
 beans
 cabbage
 celery
 spinach
 cucumbers
 rice

VERDURAS

lethuga
 tomate
 zanahoria
 calabaza
 papas
 cebolla
 chi'charo
 mai'z
 fre'jol
 repollo
 apio
 espinaca
 pepino
 arroz

In teaching vegetables, a trip to a grocery store is ideal. Pictures may also be used or the actual objects whenever feasible. Games are also effective; matching pictures of different words and vegetables. These same methods may be applied to fruit or many other groups of items.

FRUITS

apple
banana
orange
grapefruit
grape
cherries
strawberries
lemon
avocado
pineapple
cantaloup
plums

FRUTA

manzana
pla'zano
naranja
toroja
uva
cereza
fresa
li'mon
aquacate
pina
melon
ciruela; ciruelo

TRANSPORTATION

car
bicycle
train
plane
bus
boat
ship
roller skates

TRANSPORTACIO'N

carro
bicicleta
tren
aero plano
auto bu's
barco
barco
pati'n de ruedas

MEALS

breakfast
lunch
dinner
snack

COMIDAS

desayuno; almuerzo
la conida
cena; conida
merienda

ANIMALS

cat (s)
lions
tigers
panther
leopard
dog
wolf
fox
coyote
giraffe
birds
chickens
duck
turkey
mice
rabbit
monkey
elephant
cow
horse
donkey
bear
fish
whale
parrot
alligator
frog
lamb
goat
pig

ANIMALES

gato
leon
tigre
pantera
leopardo
perro
lobo
zorra; zorro
coyote'
jirafa
paljaro
gallinal pollo
pato
guajalote
rato'n
conejo
mono
elefante
vaca
caballo
burro
oso; osa
pescado
ballena
perico
lagarto
rana
borrego; borrega
chivo; chiva
marrano; cochino; cerdo

ASTRONOMY

stars
moon
sky
clouds
sun

ASTRONOMIA

estrella
luna
cielo
nube
sol

PARTS OF BODY

head
eyes
nose
tongue
teeth
mouth
ears
neck
skin
hair
hand
wrist
fingers
fingernails
elbow
legs
feet
knee
back
toe
cheeks
arms

WEATHER

rain
snow
hail
fog
wind

FURNITURE

table
chair
bed
couch
crib
desk
book shelves

PARTES DEL CUERPO

habeza
ojos
nariz
lengua
dientes
boca
oi'do
cuello; percuerdo
piel; cutis
cabello
mano
canilla
dedos
unas
codo
pierna
pies
rodilla
espalda
dedo del pie
cachete; mejilla
brazo

TIEMPO

lluvia
nieve
granizo
neblina
viento, aire

MUEBLES

mesa
silla
cama
sofa'
cuna
escritorio
estante de libras

GAMES - SPORTS - RECREATION

marbles
kite

PROFESSIONS

teacher
doctor
lawyer
priest
nurse
pilot
firemen
policeman
mailman

SEASONS

fall
winter
spring
summer

CLOTHES

dress
suit
sock
shirt
pants
coat
buttons
belt
tie
shoes

TOYS

JUEGOS - DEPORTES

canicas
huila-cometa

PROFESIO'N; CARRERAS

maestro
me'dico, doctor
abogado
cura; padre
enfermera
piloto
bombero
polici'a; guardia
cartero

TEMPORADAS - ESFACIO'N DEL AÑO

otono
invierno
primavera
verano

RONA

vestido
trajo completo
calceti'n
camisa
pantalones
chaqueta
boton
faja, cinto
corbata
shoes

JUCETES

HAND TOOLS

hammer
pliers
scissors
screw driver
hoe
shovel
saw

INSTRUMENTOS DE MANO

martillo
tenallas
tijeras
destorrillador
aza'don
pala
serrucho de mano

UTENSILS

fork
knives
spoons

UTENSILIO

tendor
cuchillo, navaju
cuchara

APPLIANCES

stove - oven
refrigerator
iron
ironing board

APARATOS

estufa
refrigerador
plancha
tabla de planchar

CLASSROOM SURROUNDINGS

wall
windows
ceiling
floor
lights - on
 off

pared
ventana
cielo
piso
luz - prender la
 apagar la

DRINKS

milk
water
soda water
juice

BEBIDAS

leche
agua
sodas
jugo

PLANTS

flowers
weeds
trees

PLANTAS

flores
hierbas
a'rbol

PEOPLE

boy
girl
friend
children
little boy

GENTE

buchacho
muchacha
amigo
ninos
mino

EXPRESSIONS - EMOTION

happy
sad
smile
angry
frown

EXPRESIO'N - EMOCIO'N

feliz
triste
sonrei'r
enojarse
poner mala cara

COUNTING

one - uno
two - dos
three - tres
four - cuatro
five - cinco
six - seis
seven - siete
eight - ocho
nine - nueve
ten - diez

RELATIONSHIPS TO TEACH

tall - short
big - small
hot - cold
new - old
fat - thin
push - pull
wet - dry
enter - go out
in - out
stop - go
stand up - sit down
open - close
good morning - good night

Communications, money, colors and other words can
be grouped for relationship for most effective teaching.

Most of these everyday vocabulary words may be given as object lessons. Pictures and field trips make lasting impressions upon the student's minds and help them to remember the new words more quickly. Whenever possible, activities should be included with drills which embody concepts and relationships being taught.

SUBJECT: Oral English
DIVISION: Fifth through Eighth Grades
PROBLEM: Difficulty in distinguishing between the
"ch" and "sh" sounds
PROCEDURE: Oral Drills

Students, particularly Spanish speaking students, often have trouble in distinguishing between such sounds as "ch" and "sh". Embarrassment may result when a child pronounces a word incorrectly and may cause him to withdraw from class discussion and participation.

The following drills are designed primarily as oral drills but may serve other functions also. For example, they are useful for building vocabulary, as dictionary exercises and in sentence writing and spelling exercises. More words may be added to the list as desired or deemed necessary by the teacher.

"CH" WORDS

INITIAL	MEDIAL	FINIAL
chicken	ketchup	search
chalk	creature	reach
china	preacher	fetch
church	teacher	beach
chain	feature	such
child	catcher	birch
chap	future	hunch
choke	picture	church
chance	poacher	cinch
chase	rancher	clinch
charm	watcher	flinch
churn	butcher	launch
chant	inches	bunch
cheese	merchant	each
chime	touching	ouch

"CH" WORD - SENTENCE DRILLS

"Search for the creature," said the chap.

Chase the chicken Charlie.

The preacher in China had a nice church.

It was a cinch to cheat the teacher.

Charlie spilled ketchup on the beach towel.

The feature was a cinch to be liked by the children.

Chubby Checker had a hunch that the feature would be no good.

The teacher and the children are going to church on Sunday.

The young chap was chained to the walls.

A rancher does not like to chase coyotes.

"SH" WORDS

INITIAL	MEDIAL	FINIAL
shine	washer	cash
shame	fashion	gash
shall	cashier	bash
she	fishery	push
shell	gusher	mash
shake	hasher	rash
shirt	masher	trash
shot	pressure	dash
show	nation	wash
shock	special	marsh
shy	pension	crash
shape	education	crush
should	bushel	bush
sugar	bashful	lush
sure	dishful	flash
shawl	wishful	splash

"SH" WORD - SENTENCE DRILLS

The nation was in the process of creation.

He had a feeling of elation when he got off probation.

With patience and caution, he finally reached safety.

The lotion should be put on with a rubbing motion.

Inflation is caused by a combination of things.

He went to confirmation after his vacation.

A ration was given to his relation.

She had no notion of giving an estimation.

Vacations with relations are difficult.

You must use caution and slow motion.

The pressure underneath the earth caused the fissure.

He gave his confession during the first session with police.

"CH" AND "SH" WORDS

INITIAL

chair - share
cheat - sheet
cheer - shear
chew - shoe
cheap - sheep
chop - shop
choose - shoes
chin - shin
chore - shore
chip - ship
chose - shows
cherry - sherry
chant - shant
chart - short
chuck - shuck

FINIAL

match - mash
catch - cash
latch - lash
batch - bash
hatch - hash
watch - wash
ditch - dish
butch - bush
switch - swish
witch - wish
fitch - fish
leach - leash
march - marsh
much - mush

"CH" AND "SH" WORDS - SENTENCE DRILLS

He chose to wear his new shoes today.

They chose to go to all the showings of the film.

She cashed her check with the cashier.

The teacher said, "Since we do not have enough chairs,
please share your chairs with the new students."

"Watch how he washes the car," she said.

She went to the butcher's shop to buy pork chops.

When the sheep were aboard the ship, it sailed away.

The children were shocked when they heard the plane crash.

The shy, bashful, child blushed when his paper was checked.

The preacher went to China on a special assignment.

The "ch" sound appears in Spanish but there is no "sh" sound in Spanish except when used to quiet someone.

Spanish speaking students also have difficulty distinguishing certain other sounds in the English language. The following drills will give the students practice in distinguishing between sounds and in learning to pronounce the sound correctly.

THE LONG "E" AND THE SHORT "I"

bit - beat	sit - seat	pick - peek
rip - reap	glim - gleem	slip - sleep
dip - deep	hit - heat	mitt - meat
nit - neat	pit - peat	pill - peel
slick - sleek	crick - creek	lip - leap
kin - keen	rich - reach	sip - seed
sick - seek	bid - bead	fit - feet
fit - feet	lick - leak	fill - feel
sill - seal	mill - meal	kill - keel
still - steal	dial - deal	rid - read
bin - been	chip - cheap	tin - teen
did - deed	lid - lead	

SHORT "I" AND LONG "E" SENTENCE DRILLS

Don't hit the pig.

The teacher peeked to see if the teens were in their seats.

Rich persons bid on pictures.

The dog bit his mitt.

Beat the heat by bathing in the creek.

Preem is a substitute for cream.

"Sit still Bill," said Sid.

The heat makes the seat hot.

She threw the bead into the creek.

The bean dip fell into the deep waters.

They made a deal not to steal the deeds.

Joe said, "Get rid of the slick salesman, Sid."

He slipped into a deep creepy hole and fell asleep.

He began to feel sleepy after he had taken the pill.

"Sit in your seats, boys," the teacher said.

Students have trouble when the English letter
"s" has a "z" sound as in: is, his, raise, eyes, peas,
grows, praise, hose, was, those, boys, nose and house.

With the "oo" sound as in: moon, noon, soon,
shoe, hood, stood.

The "ng" sound does not occur in Spanish and is
often difficult for bilingual students to master.

king	sitting
killling	living
rang	speaking
sang	fishing
bring	feeling
feeding	sinking

Two "ng" syllables occuring one after another also pre-
sents difficulty for Spanish students.

singing	swinging
ringing	hanging
bringing	dangling

The following sounds usually require drilling practice:

"dzh" sound as in: "zh" sound as in: "y" sound as in:

badge	garbage	measure	yellow
jump	jealous	pleasure	yell
jewel	joe	treasure	young
jet	jim	leisure	mayor
jeep	jerk	luxury	yes
ledge		usual	year
			yard

The "th" sound as in "the" is often mispronounced by bilingual students and "this and these" are not only likely to be mispronounced but are very likely to be pronounced exactly alike and confused in meaning also. Drills to provide practice in these areas are usually necessary.

SUBJECT: Oral English
DIVISION: Fifth through Eighth Grades
PROBLEM: Silent consonants
PROCEDURE: Oral drills and word hunts

The words may be written on ditto masters or on the blackboard in four or five equal columns and reviewed orally with the students individually or as an entire class. When the words have been adequately reviewed a "word hunt" may be used to stimulate class response and involvement.

Example: The teacher may ask: What is the word located on the upper right hand corner? or, What is the fifth word in the fourth column counting up? or, What is the fourth word in the fifth row? As soon as a student finds the word they should raise their hand and call out the word.

Questions may be made up on the rows, corners, columns and centers. This exercise is also useful as a listening skill exercise. If the teacher desires, a written quiz can be given for a word hunt to see how well the students can follow directions. Most of the students really enjoy this exercise.

ORAL DRILL - SILENT CONSONANTS

knot	half	straight	island	though
chalk	could	knob	hollow	bough
limb	wrong	listen	pillow	lamb
dumb	height	sign	crumb	castle
sigh	hymn	autumn	comb	light
walk	knife	wring	folks	bright
should	fought	freight	hour	kneel
knee	write	high	wrap	honest
answer	honor	knew	sword	fight
thumb	yolk	errand	frighten	bright
wreck	naughty	wren	knit	right
sigh	column	often	know	sight

SUBJECT: Oral English
DIVISION: Elementary Grades
PROBLEM: Difficulty in differentiating between sounds
PROCEDURE: Listening Box

The following activity is designed to help students differentiate between sounds and to help them to be more cognizant of different sounds.

Various things may be put in a tube or a box; things such as beans, rocks, pencil, or any item the teacher wishes to include to make the exercise interesting to the students. The teacher shakes the container while the student listens to see if he can guess what is in it.

The student should be shown the possibilities of things that may be in the box before the exercise begins. At first only one kind of material should be put into the container and then as the student progresses in his listening ability combinations of things can be put in.

SUBJECT: Oral English
DIVISION: Elementary and Junior High School Levels
PROBLEM: Difficulty in differentiating between initial consonant sounds
PROCEDURE: Rhyming Word Exercise

A series of rhyming words are written on a long horizontal sheet of paper. The teacher reads the first word and the students read the remaining words.

Example:

Cake	Rake	Make	Take
------	------	------	------

The following exercise has also proven effective in helping students to be more cognizant of different sounds.

All the letters of the alphabet are written on small squares. Another series of cards are made containing the endings of rhyming words such as "ake". The students then compare the sound of the initial consonant with the endings in an attempt to combine actual words.

Example: The letters "f", "m", "l", or "t" might be combined successfully with the ending "ake".

LISTENING AND READING GAMES

Due to circumstances in the home environment, which is frequently quite noisy, the student often has developed the habit of "tuning out" what is going on or what is being said around him. Songs and games provide

a creative teacher with an unusual opportunity for helping children to listen more attentively and to use English in a pleasurable activity. There is a wealth of folk songs, stories and games which the teacher may choose from and which will provide pure enjoyment for the student as well as prove to be a motivating activity and an avenue to give further drill in vocabulary.

Universal songs, games and stories provide excellent material for the teacher and may incorporate both English and Spanish for the children in a most effective manner.

The following games were found to be effective with elementary level children.

TITLE: I Went To The Store

OBJECTIVE: To develop the habit of hearing and retaining what is being said

PROCEDURE: The first student says "I went to the store . . ." adding what he bought at the store. The next student must correctly say what the first student said and add another item to the list of items bought at the store. The list must be repeated correctly including all preceding items and added to as each student takes his turn. If a student misses either the succession of items or the word itself he is out. The game is played until there is only one student left who is able to remember and repeat the entire list of items correctly.

TITLE: Find The Picture

OBJECTIVE: To give experience with initial sounds

PROCEDURE: In the center of a sheet of paper twelve inches by 18 inches or larger, write a large letter using both upper and lower case letters such as "B" "b". Then encourage the children to cut out as many pictures as they can find beginning with that letter. Let the children paste the pictures they find around the letter. Old magazines, catalogs and other such materials offer the children a large variety of items to choose from.

Children may also make picture dictionaries this way; an effective and enjoyable activity for them.

TITLE: Fruit Basket Turnover

OBJECTIVE: To develop habits of concentration and of following oral directions

PROCEDURE: Each child is given the name of some fruit and takes a seat in the circle of chairs. There should be one extra child to be "it". "It" stand in the middle of the circle and calls the names of two fruits. The two children with those fruit names try to exchange chairs without "it" getting one of their chairs. Which ever child is left without a chair is "it". "It" may also say

"fruit basket turnover" and all the children must take a new chair. "It" attempts to find a chair at this time; again, the child left without a chair is "it".

TITLE: Simon Says

OBJECTIVE: Develop ability to follow oral instructions

PROCEDURE: Children may stand by their desks or they may form a circle. The teacher or a student may start the game by calling directions. If the direction is prefixed with "Simon says" each child must try to follow that direction and if a child fails they are it. If the direction given, however, is prefixed with "Teacher says" or has no prefix the children are to remain as they are and not obey the directions and the first child to comply with a direction which is not preceded by "Simon says" must sit down.

The directions should be able to progress from a slower rate to more rapid action as the children catch on to the game. This game provides good practice in listening for and following instructions, as well as practice in understanding oral English. Children find it stimulating and fun and are able to maintain a high level of interest for a longer period of time than they might if simply drilling for practice in these areas.

TITLE: The Curious Traveler

OBJECTIVE: Listening and Concentration

PROCEDURE: Each child pretends to be a curious traveler and follows directions given by the teacher or by one of the other students.

Example: Traveler stood up
Looked to his left
Looked to his right
Looked up
Looked down
Looked all around
Turned to the left
Turned to the right
Stood on tiptoe
Touched the floor
Smiled and sat down

TITLE: Crossing the Road

OBJECTIVE: More attentive listening

PROCEDURE: The "Road" may be in front of the class - children put their heads down on the table while one child makes some movement or activity such as hopping on one foot, jumping, running, skipping, or walking across the road. The leader may move slowly or quickly or both. The children must try to guess what the leader did and how by the the sounds they heard.

TITLE: Pack a Picnic

OBJECTIVE: Attentive Listening

PROCEDURE: Teacher begins, "Today I'm packing a picnic basket, and I'll need some help. I'll put in some cake. What will you put in, (names first child)?" Each child then takes a turn at helping to pack the picnic basket. They must repeat all that has been said before and add whatever they would like to pack for the picnic.

If someone leaves something out or puts something in the wrong sequence they are out.

TITLE: Listen To My Sound

OBJECTIVE: Practice in hearing initial sounds

PROCEDURE: Teacher says, "I'm thinking of something in this room. It begins like the word water. What is it?" Children may then try to guess what it is by guessing everything he can see that begins like the word water with a "w". When a child answers correctly he becomes "it".

This game is better when played for short periods of time and children must be reminded that the chosen object must be in plain sight.

TITLE: Alphabet Sequence

OBJECTIVE: Practice in recognizing initial sounds

PROCEDURE: One pupil starts the game by saying, "My boat is loaded with Apples." The next student must then use a word that begins with a "b". The game continues with each succeeding item following in order of its alphabetical sequence. If a child stumbles he may ask another child to help him and the game continues.

TITLE: Alike or Different

OBJECTIVE: To develop the ability to distinguish between similar sounding words

PROCEDURE: Groups of words with the same or different endings may be used. The teacher stands apart from the children who have their backs to her. She whispers the same word three or four times. "Come, come, come" or "Cat, rat, hat." Then she asks the class if the words are alike or different. Pupil may be called on to respond.

TITLE: Triplets

OBJECTIVE: Practice in Word Recognition

PROCEDURE: Identical packs of word cards are needed for this activity. The game is more effective if the teacher

does not include too many words in the packs, and it is more functional if played with very small groups.

The leader selects a card from his pack and calls out the word on the card. The children try to see who can find the word first and place it face up on the table. The first player to get rid of his pack by having all of the cards turned face up is the winner and may be the leader if the game is to be played a second time.

TITLE: How Many Steps

OBJECTIVE: Practice in quick word recognition

PROCEDURE: Draw a picture of a sidewalk on the black-board as illustrated below. In each part or section of the sidewalk write one of the words to be practiced.

Into	Across	Run	Spot	Play	House	Go
------	--------	-----	------	------	-------	----

Give each child a chance to take as "many steps" on the sidewalk as he can by reading the words correctly which are on the sidewalk. See how many children are able to walk all the way across the sidewalk to the other end.

The sidewalk may be long or short, crooked or curved, it may use sentences or phrases, or it may be used for spelling exercises and math equations.

TITLE: Alert - O

OBJECTIVE: Practice in word recognition

PROCEDURE: Place a number of cards in the card holder then write a number on the blackboard. The first child takes that number of cards, naming the words on the cards as he takes them. Change the number for the next child.

Sight words may be written on the chalkboard if preferred and the children may erase the word as he names it. Phrases and sentences may also be used effectively in this manner.

TITLE: Choose A Card

OBJECTIVE: Practice in sight word recognition

PROCEDURE: Word cards from basic word series may be used for this game. Children sit in a circle on the floor and the cards are placed face down in the center of the circle. A child chooses a card. If he knows the word he may keep it, if he does not know the word he must put the card on the bottom of the pile and the next child draws a card. The children count the cards when finished and the one with the most cards is the winner. Phrase or sentence cards may also be used, however, the group participating in this activity should be very small for maximum effectiveness.

TITLE: Bingo

OBJECTIVE: To build sight word vocabulary

PROCEDURE: Cards similar to Bingo cards may be made using words or phrases in the squares instead of numbers. The children may use bottle caps or other covers as markers and cover words or phrases as they are called by the leader. The leader will need a set of flash cards with the words or phrases to be used in this activity.

TITLE: Rocket Space Flight

OBJECTIVE: Sight word recognition

PROCEDURE: Word cards from the basic readers series may be used for this activity also. Divide the children into two groups of similar ability - each group is to pretend they are a space ship. The teacher places a number of words side by side on the chalkboard; she then pronounces one of the words and the first child in Group One goes to the board and finds the word. If he finds the correct word, he takes it back to his seat, Group Two then has their turn and the game proceeds until the words are all used. The group with the most cards then has a countdown takeoff and goes around the room. The cards are replaced for another game.

TITLE: Go Around The Board

OBJECTIVE: To develop word recognition skills

PROCEDURE: A piece of heavy paper should have a two inch margin marked off around the edge. The margin should then be divided into spaces in which words are written. Some spaces may be used for penalties and some for rewards.

This may be drawn on the blackboard if preferred. A marker should be provided for each child and a spinner or dice used to determine the number of spaces a child may move.

Each player takes a turn moving clockwise. He reads the word he lands on. If he does not know the word he must return to his last space and the turn is passed to the next player. The child going all the way around the board first wins.

Words, phrases and even math equations are effectively learned using this method. Words and phrases should be pronounced correctly the first time or the turn is lost and the next player may take his turn.

Example:

Move Ahead 2	Light	Move Back 3	Jump	Stand	Dig	Rope
Sing						Love
Happy						Rain
Run						Sun
Black	Move Back 1	Red	Move Ahead 3	Grass	Cat	Move Ahead 1

TITLE: Hunting

OBJECTIVE: Sight vocabulary review

PROCEDURE: Pass out basic vocabulary word cards to all but one child. As soon as each child knows his word he holds it up so that it can be seen by the other children. The teacher calls out one of the words held by the children and the child without a card "goes hunting" for that word. When the hunter finds the correct card, he may take it to his seat and the child without a card becomes the hunter.

The children may need to be reminded to courteously relinquish their cards to the "hunter".

TITLE: What Is Missing

OBJECTIVE: To develop visual discrimination and memory

PROCEDURE: Several small objects such as pencils, toys, buttons and other items are placed on a table. The children must take a close look at these objects, then one child is asked to leave the room and one of the objects is removed from the table. The child is asked to return and try to guess which item has been removed.

This activity is better if too many objects are not used at first; the number of items may be gradually built up as the game progresses. This game is good for developing color discrimination also.

TITLE: Just Like Me

OBJECTIVE: To provide practice in visual discrimination

PROCEDURE: The teacher has one set of cards; the children each have a matching set. The teacher or a student shows a card (a flannel board may be used) and the child with a matching card calls out "Just like me."

This activity is effective with pictures and letters as well as with words and phrases.

The following activity is a little more advanced than the preceding ones and is suggested for children in grades five through eight, however, high school students have benefited from these exercises and have enjoyed them tremendously.

TITLE: Mickey Mantle

OBJECTIVE: To develop habit of following directions carefully

PROCEDURE: Mimeographed sheets of the exercise should be handed out to students; students should receive only one copy and they should be encouraged to work by themselves. Exercises are simple enough to be read and hard enough to be a challenge.

MICKEY MANTLE

1. Place the words, Mickey Mantle,
together with the second word
right after the first. _____
2. Drop all M's and the letter
which follows it in the al-
phabet. _____
3. Add the second letter of the al-
phabet twice, place one at the
beginning and one at the end. _____
4. Drop the third letter and also
the sixth letter of the word. _____
5. If the eleventh letter of the
alphabet is in the word, drop
it and in its place add the
letter which follows it in
the alphabet. _____
6. If there are two vowels that
are the same in the word, drop
the second one. _____
7. Drop the sixth letter of the
word and in its place add the
letter that comes before it
in the alphabet. _____
8. Take the fifth and sixth letters
of the word and place them after
the first letter and before the
second letter of the word. _____
9. Add the first letter of the
alphabet after the second B. _____
10. Drop the first vowel before
the first L. _____
11. Take the fourth letter and the
other letter that is the same
and place them both at the end
of the word. _____

DOESN'T THAT FIT MICKEY MANTLE?

(The answer is Baseball.)

Two more similar exercises are included here, however, teachers may make additional ones using tv titles, movie titles or other headings.

THE INVADERS

1. Put the words, The Invaders, together with the first word before the second. _____
2. Drop the 1st two letters of the word and in their place put the 3rd and 18th letters of the alphabet. _____
3. Drop the second vowel in the word. _____
4. Take the 6th letter and place it between the 3rd and 4th letters. _____
5. Drop the 5th and 7th letters. _____
6. Take the last vowel in the word and place it before the last letter. _____
7. Drop the 5th letter and in its place put the letter that comes before it in the alphabet. _____
8. Place the 20th letter of the alphabet after the 4th letter and before the 5th. _____

DO THE INVADERS LOOK LIKE THIS?

(The answer is creatures.)

MISSION IMPOSSIBLE

1. Place the words, Mission Impossible, together with the second word after the first.

2. Drop the first three vowels that are the same.

3. Place the 5th letter at the end of the word.

4. Place the 7th letter before the last letter of the word.

5. Place the 12th letter of the alphabet in the word after the 4th and before the 5th letters.

6. Drop the 1st two consonants.

7. Drop the 4th, 5th, and 6th letters of the word.

8. Place the 21st letter of the alphabet after the third and before the fourth letter in the word.

9. Drop the 5th letter and in its place put the letter that follows it in the alphabet.

10. Drop the 2nd and 5th letters of the alphabet and you will have the solution.

STORY TELLING

Story telling has always been an effective means of communication with children. The following uses of story telling are suggested as an aid in teaching.

SUBJECT: Oral English

DIVISION: All levels

PROBLEM: To develop better concentration and good listening habits

PROCEDURE: Specific Goal Questioning

Read a story of intense interest to the class following its presentation with specific goal oriented questions.

Sometimes it is more effective to present the questions before the material is read. This helps the students to orient his listening with specific goals in mind.

SUBJECT: Oral English

DIVISION: Elementary levels

PROBLEM: Need for more student involvement in activities

PROCEDURE: Characterization of Stories

Before reading the story, select students to be the characters in the story and to act out the story as it is

read. Emphasize to the class that in order for them to enjoy the story the most, they will have to use their imaginations to set the mood of the story. The teacher's desk may be a tree or a cave or other objects in the room may represent necessary props to make the story more meaningful. Characters may have short lines to add interest and fun.

Three or four words from the story may be written on the blackboard to be emphasized to the students and the story should be followed up with a discussion and questions about the story content. In the lower grades, the teacher may want to give the children mimeographed pictures of the story to color, or students may be given a plain sheet of paper and encouraged to draw something about the story and color it.

While the students draw or color, the teacher may find it relaxing to the children to play a children's album with sing along songs or other music the students would enjoy such as the "Do-Re-Mi Children's Chorus" Album, Songs Children Love to Sing, by the Sing-Along Children's Chorus.

Side One

Do-Re-Mi
High Hopes
Old McDonald had a Farm
The Happy Wanderer
Alouette
Mairzy Doats

Side Two

My Favorite Things
76 Trombones
This Old Man
Three Little Fishes
The Music Goes Round and Round
He's Got the Whole World In His
Hands

For grades one and two Animal Stories in Basic Vocabulary by Dolch and Dolch, provide stories in which the animals think and act like real people and which the children love. The All About Story Book illustrated by John Gruelle and other famous artists provides familiar well loved stories that vary in choice: Stories to entertain, to stir the imagination, to develop emotions, to amuse or to soothe. In this collection are found the familiar adventures of Red Riding Hood, Peter Rabbit, The Three Little Pigs, Peter Pan, Cinderella and others.

For the older grades such as the third and fourth, Famous Stories For Pleasure Reading by Dolch and Dolch include the famous stories called "The Arabian Nights". Most of these stories have come from India, Persia, Arabia and Egypt and included are such stories as "Ali Baba and the Forty Thieves", "Aladdin and The Wonderful Lamp", "Sinbad the Sailor", "The Magic Carpet", and "The Fisherman and the Genie". A mimeographed copy of a world map may be given to the children to color and to relate particular places concerned with in the story more clearly to themselves and to the world. This map might emphasize the continents and countries which provide the backgrounds and settings for the stories such as the "Arabian Nights".

DICTIONARY SKILL

Most students lack motivation for using a dictionary. The following exercise is helpful in stimulating interest in dictionary use and in providing students with practice in becoming proficient in that capacity.

SUBJECT: Dictionary Use
DIVISION: Sixth through Eighth Grades
PROBLEM: No interest in and difficulty in using the dictionary
PROCEDURE: Word Meaning Race

Divide the class or group into teams, students may each work as individuals if preferred; supply each student with a dictionary if possible. Write a word, name, city, or abbreviation on the blackboard and at a signal the students will compete against each other to see who can find the word in the dictionary first.

Keep score on the blackboard and give points for first, second, third and fourth places; bonus points may be offered if the teacher feels they are appropriate. This activity is ideal for introducing new words and word meanings. This activity may also be adapted for non-competitive use at the teacher's discretion, depending upon the needs of the students.

SCHOOL BULLETINS AND NEWSPAPERS

A newspaper or school bulletin provides an excellent activity for students with problems in the language arts. Motivation and interest are stimulated in many areas because students enjoy reading about themselves and their friends, and because everyone has something about them which makes what they say and write and do a personal accomplishment when they have communicated it to another party. The merits of a school bulletin or a school newspaper as a means of language arts instruction are obvious when one considers the work needed to write a publication of this nature and the effort required to edit and read it. The results are rewarding for both students and teacher.

The role of advisor or sponsor should be somewhat relegated to the "silent partner" in a business. The paper or bulletin should be the publication of the students for the greatest effectiveness as a learning experience. The sponsor and advisor should be careful not to assume too much control and should allow the students as much responsibility as possible from assignments to distribution. If the teacher desires to build responsibility in her students they must be allowed to accept and carry out responsibility. The advisor should be nothing more than an advisor whenever

possible; the advisor should also act as a buffer between his staff and the administration if the need arises.

SUBJECT: Newspaper Project
DIVISION: Third through Eighth Grades
PROBLEM: Need to motivate and involve students in
school activities
PROCEDURE: School Newspaper

A school newspaper project may be initiated and may serve many functions. It may provide reading material which stimulates the students thinking and provides a channel through which students can express themselves.

Students may select a name for the paper. The paper, itself, may consist of contributions by all the reading classes and/or special assignments. Contributions are picked by students, edited by students, then typewritten on stencils and mimeographed. This may be done on colored stencils if desired.

Students should be encouraged to write the features and other sections of the paper and the teacher may help them whenever necessary with spelling, punctuation and vocabulary. The students, however, should be encouraged to do as much as possible by themselves. A

Schedule might be set up whereby once a week, students are given a forty minute period to write contributions for the newspaper. Contributions may consist of any experiences over the weekend, trips, television programs, comic books, announcements such as Boy Scout meetings, Camp Fire Girls Meetings, play ground rules and sports plus a report of baseball or football games or other events and the names of those playing or participating. A few jokes and riddles, or a crossword puzzle might also be included, as well as other features which might include interviewing assignments in which a student or a group of students might interview teachers or student of-the-month.

Students should have a choice of signing their names to their contributions, initialing them only, or of remaining anonymous if they desire.

The paper may be published every two or three weeks, at the discretion of the supervising teacher based upon the time needed by the students to get the news articles and other features written, gathered, edited and compiled ready for publication.

Mimeographed copies may be passed out during reading class and students should be allowed time to read and enjoy them.

A school newspaper provides an effective channel through which students may express themselves with fewer inhibitions than in other more formal teaching programs. The paper provides a stimulating activity for maintaining a high level of interest in school for most students and of building a feeling of loyalty and school spirit. The paper also provides reading material that the students enjoy, thus affording them added opportunity to practice many forms of the language arts as they prepare their contributions, act as editors and compilers and in general prepare the paper for publication.

SUBJECT: School Bulletin
DIVISION: Fifth through Twelfth Grades
PROBLEM: Provide learning experiences and recognition
for students and to involve them in more
school activities
PROCEDURE: School Bulletin

A bulletin is inexpensive and can be very useful. The staff should be organized and planned well and should be composed of students; keep in mind that one of the primary functions of a school bulletin is to give recognition to the students that really need it. The bulletin can, of course, also be used as a source of material in the classroom. The teacher should allow time in class once or

twice a week for the students to write, correct and turn in stories. Students should be encouraged to act as reporters and to be on the look out at all times for items and news which they think would be useful or enjoyable as part of the bulletin.

Students who do not wish to be reporters or editors should be encouraged to become involved in printing, stapling, compiling and correcting spelling or in other jobs suitable to their interests and talents.

Following are some suggested subjects, topics or ideas that may be included in the bulletin: an advice column, jokes, sports, band activities, dedications, pictures, contests such as spelling, writing, word scrambles or opinion polls on long hair, smoking, mini-skirts, make-up or the latest hit song and top recording artists. Editorials might include subjects such as litter on campus or behavior at assemblies.

The bulletin might be sold to the student body, given free, or printed specifically for your classes. If the paper is sold, the profits may be used to provide prizes for the winners of the contests.

MATHEMATICS

SUBJECT: Mathematics

DIVISION Fifth through Eighth Grades

PROBLEM: Need for practice in basic arithmetic:
addition, subtraction, multiplication,
and division

PROCEDURE: Practice Worksheets

In order to develop more speed and accuracy in basic arithmetic skills, whenever students have any free time they should be encouraged to practice in addition, subtraction, multiplication, or division on an optional worksheet of problems dittoed for their convenience and availability.

Answer sheets should also be available, and students allowed to check and correct their own answers or for the students to refer to, depending upon individual needs and desires.

TEACHING MATERIALS

SUGGESTED CRITERIA FOR TEACHING MATERIALS

Varied and meaningful techniques and approaches to learning will be made more effective with special equipment - it is essential that books and materials be available which are especially designed to meet the needs of these children. This may mean that such materials must be created or written by an imaginative and sensitive teacher.

The overriding criterion should be the effectiveness of materials in terms of solving the problems existent in hindering the deprived child from having meaningful educational experiences. It is, therefore, necessary to develop instruments for evaluating materials and for measuring their effectiveness.

Materials must be culturally fair; the teaching value of material does not depend on examples and illustrations taken from a middle class life style. Materials should be culturally neutral for greatest effectiveness. Language materials, especially, must be culturally fair; an example might be the use of science experiments or art lessons as valuable vehicles for language teaching.

Illustrations should be culturally appropriate without indulging in ethnic stereotypes or, in fact, stereotypes of any kind. This will help to strengthen the relationship between the home and the school.

Achievement tests, "intelligence" tests, and other similar measures must be drastically modified and considerable knowledge and background experience used to validify and adapt these tests in some situations, for instance, locally with the bicultural and bilingual problem extreme modification and sensitivity in interpretation must be used in grouping children and in evaluating their performance.

Materials which make use of the children's backgrounds and experiences and which encourage the children to relate those experiences to school are desirable and even essential.

Materials must be appropriate to the ability level of the pupils. Materials which insure easy initial success are necessary for improving self-confidence and motivation. Increases in the level of difficulty should be gradual and even. This does not, however, imply the use of primary level materials with older students; older children must not be insulted with "primary level" materials. It is also important to this

particular type of children that materials not be reused with which the children have failed previously.

Materials which call for constructing concrete experiences and which emphasize active learning are especially essential with primary pupils who have not had average middle class experiences in dealing with symbols. Primary language courses should make extensive use of actual objects and experiences rather than always using pictures for representation. The over use of still pictures, unless used imaginatively, has the added defect of encouraging passive learning.

Science, art, music, mathematics and social studies must also be considered and used as vehicles for language instruction and to facilitate effective acculturation processes in areas with problems such as South Texas.

Materials should be interesting, unusual and attractive according to modern standards of clear design and legibility whenever possible. They should involve the children and engage their attention. Standard or traditional classroom materials and procedures should be studiously evaluated before utilization and materials which have proved boring or ineffective should be replaced with more appealing and effective aids.

Materials which call for analytical thinking on the student's part are highly desirable, and those materials which, because of their structure, require rote learning and matching and guessing to find answers are highly undesirable.

Concepts should be presented in a variety of ways and by using a variety of materials. This will help to account for individual differences of students and insure the transference of knowledge. Frequent reviews, with the same concepts re-presented in different ways are necessary and very effective.

Richness and variety of materials should be a major aim when considering teaching aids. Puzzles, games, manipulative toys, building blocks and other interest holders such as Etch-A-Sketch and giant kaleidoscopes provide worthwhile contributions as teaching materials. Simple cameras such as a polaroid swinger also make valuable tools for learning experiences for disadvantaged children.

A battery of readiness activities, to strengthen basic mental skills, may provide experiences necessary for success in school, which are lacking in a pupil's background, and which are essential to successful learning experiences. A battery of culturally fair reading

readiness activities are also vital. In the South Texas area, all oral language teaching materials used by Corps members, were of necessity designed expressly for Spanish speaking children, as well as for those who spoke English. This may also be a matter of necessity or of greater effectiveness for other teachers facing problems dealing with various ethnic or minority groups.

Instruction in beginning reading in Spanish was found to be highly desirable where such a large percentage of the deprived children spoke Spanish as their first language and, in fact, many spoke only Spanish or an extremely limited English. Suitable materials will usually meet the criteria suggested here in addition to being in line with modern concepts of language teaching as outlined by Lado.

To illustrate the application of these criteria without exclusion of materials presently in use, the following suggestions are offered. First, a brief description of a few of the commercial materials already suitable and available, and second, a few collective ideas and suggestions found effective by the Corps members to stimulate the imagination of the reader.

COMMERCIAL MATERIALS

Oral English:

Primary - Lancaster, Louise, Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils, Boston: Houghton-Mifflin Co., 1966.

Introducing English is a good model based on a linguistic approach and is generally appropriate or adaptive to the local situation. The illustrations are well drawn and also culturally appropriate.

This book could provide the basis for a complete oral English primary program. Complete dependence upon the illustrative material included with the course will, however, decrease the effectiveness of the course, as is pointed out by the author. The author makes suggestions for providing more concrete experiences rather than relying too heavily upon the use of pictures in the classroom. Pictures are symbols, and disadvantaged children lack sufficient experience in thinking symbolically to make the pictures as meaningful and as effective as a teacher may desire.

Expansion of the role of concrete experiences in the course, discovery of means by which pictorial symbols

may be clearly related to real things, and the addition of supportive or reinforcing activities and games can result in an extremely useful productive course.

Secondary and Adult - Lado, Robert, and Charles Fries, English Sentence Patterns, Ann Arbor Michigan: University of Michigan Press, 1957.

In the words of the authors, this course is "an intensive course in English" for "understanding and producing English grammatical structures". The approach is completely oral and has been successfully used for several years by Peace Corps volunteers teaching English in Latin America.

It could also be adapted to provide a core for a secondary or adult program. The possibility exists of modifying the course and adapting it for use with intermediate level children, also. The book contains a gold mine of information and is excellently structured, however, illustrative material is not included and program planners would be required to suggest appropriate reinforcement activities, teaching aids and audio-visual aids.

The course is also versatile enough to be adapted to people speaking little or no English or to people who speak some English but need improvement in concepts and in word understanding and fluency.

English Pattern Practice - Lado and Fries

English Pronunciation - Lado and Fries

English Vocabulary - Lado and Fries

These above texts are useful for developing an oral English program. They were designed for a college program but could be adapted successfully for use with primary and intermediate students.

A guide for teaching English as a second language to Spanish speakers has been developed by the Tucson, Arizona public schools. It was adapted largely from the Lado and Fries course. Information concerning this program can be obtained by contacting:

Dr. Ramirez, Title I, Region I Office,
Edinburg, Texas

Teaching English as a Second Language by Allen is helpful to the teacher in using an oral English program. Teaching English is a mimeographed course outline from: The U. S. Office of Education, Cooperative Research Branch, Project 2821, Muriel R. Saville, 1965, Research Assistant, USOE, Fresno State College.

This guide is helpful in the primary grades and its major concern is with English pronunciations and sentence patterns difficult for the Spanish speaking student.

Remedial Reading:

Intermediate - Sullivan, M. W., Programmed Reader,
Behavioral Research Laboratories, Box 577,
Palo Alto, California, 1966.

Useful for second grade through eighth grade.
This programmed reader is designed especially for remedial slower learning students. It allows easy initial success and builds up a complex reading skill. Supplementary cartoon reading books are included with the programmed reader.

Using a method based on phonetics, the Reader helps build skill in reading more rapidly than most programs. However, no rote "rules" are cited; everything is learned by practice and through trial and error. Book One is very easy yet interesting enough that even very discouraged children are encouraged to proceed. Children who have lacked success in school before, may begin to read successfully from this book.

The Sullivan Reader is the best piece of material found so far for this age group among the deprived children with whom the teacher corps worked in this area. The children found it interesting, many did not want to stop reading even when time was up for their reading period. The course provides excellent practice in

English sentence patterns and proper verb endings. Considerable improvement in attitudes toward reading, desire to progress, and in better sound discrimination, word-attack skills and other reading skills can be noted almost from the beginning of the course.

Since some words are included in the course for their phonetic form alone, some vocabulary items are unfamiliar to Spanish speaking children and must be explained and illustrated. However, this proves to be a minor difficulty as the interest generated by the course more than compensates for the defect.

The course has been most successful with children in grades four and above, however, some third grade pupils have also benefitted considerably from it.

A complete remedial reading program may be based on the program outlined in the Sullivan Reader, adapted with audio-visual aids and activities which stimulate interest among the students and compensates for cultural differences. Tape recordings to accompany the course are also available. Teacher made tapes are very useful, as well as any activities designed to increase the transference of knowledge from teacher to student.

Behavioral Research Laboratories also puts out a programmed reading course for adults which merits investigation.

Miami Linguistic Readers have been used with considerable success with Spanish speaking people in Florida and elsewhere. They are programmed to be used in the regular classroom beginning in the first grade and the program includes work books and chart books.

S.R.A. "high gear" programmed reading designed for the non-reader, specifically the non-reading teenager and adult. It is an eighteen month program aimed at qualifying a non-reader to read at the eighth grade level at the end of that period of time.

Frostig Reading Readiness Kit contains a measurement device for effective student placement in programs and activities. The Frostig Kit has been highly recommended by a program director in Edinburgh, Texas, where it was found to be very useful and effective.

Miscellaneous Materials:

Other suggested related aids for oral English are listed below. These suggestions were also found useful in all classes and programs entailing a good deal of reading on the part of the student.

Newspapers

Magazines - Life, Post, Sports Illustrated,

Popular Mechanics, Hot Rod, Fashion

Reader's Digest Skill Builders - Class set can be used or individual books can be used for selections to read to the class

Phonics We Use - Books are arranged in grade level according to letters, e.g., Book A is first grade level, Book B is second grade level

Reading Books - Books such as those of Dr. Seuss, The Cat in the Hat, Hop and Pop, One Fish Two Fish

Derworthy's Laguna Language Series - Caperucita Roja, Los Tres Osos, Los Cuatro Cantantes de Guadajajara, El Flautista de Jamelin, Dona Cigarra y Cana Cigueno

The above materials listed under the Laguna Language Series entail a filmstrip, a record, and a story book set in Spanish and can be ordered from: Brawn and Associates, Inc., P. O. Box 471, Bryan, Texas.

To develop motor skills necessary for the student to acquire before he begins to read and write the following materials have proven useful: Assorted picture puzzles, mazes of graduated difficulty, modeling clay, rythm band sets, manipulative objects such as sissors, large wooden construction blocks. A large number of manipulative toys and "discovery" activities can be ordered from Creative Playthings, Inc., such as, parquetry blocks, design cities in wooden boxes or graded circles, squares, triangles in holes and similar items.

Art materials and activities facilitate the development of so many of the senses and skills: magic markers in all colors, newsprint paper, tempra paints, finger paints. Motor skills may also be enhanced through Checkers, Monopoly, Bingo and similar commercial games per se, or adapted.

Creative Playthings also offers a wide selection of materials aimed majorly at developing visual and audio perception. The development of perception skills are necessary to increase the child's awareness of himself in his environment and to help him to relate meaningfully and with self-confidence to those around him and to his environment. Effective materials in this area are: primary color paddles, sets of liquid prisms, comparer

lens, large prisms, round flexible mirrors, magnifying glasses, microscopes, and kaliedescopes.

Full length mirrors are wonderfully interesting ways for children to become aware of themselves and others, and of their relationship to their environment. Photographs taken by the children with a Polaroid camera are fun and inexpensive and may be invaluable for developing language concepts, experience charts, and self-image activities.

Games based on content of Sullivan Reader and Introducing English may replace to some extent repetitious drills. Phonics Bingo and other bingo games designed so that words and pictures match, or so that sentence phrases match, or so that letter match are fun and often very effective if handled well.

Comparative word lists of conflicting expressions in English and Spanish, to use as a guide to what expressions must be emphasized in teaching, are often very successful. Paperback dictionaries have also proven of worth for students of intermediate level or older.

A large collection of objects representing basic vocabulary items may be useful, especially for primary pupils. A rich supply of extra reading books, picture books, posters and attractive things to hang up in the classroom will inspire interest and reduce the grimness of the school atmosphere.

Short field trips in the locality of the school sometimes effectively increase audio-visual perception. Experiments of all kinds and particularly science materials which involve no reading on the part of the student and which are based on an experimental approach are excellent for their own sake and can be used profitably for language teaching, as well as for audio-visual perception.

Songs and playlets are often useful for developing perception, recognition, identification and for role playing and again, they involve necessary and desirable practice in oral English. Talking puppets and finger puppets are dearly loved by the children and enjoyed at nearly all age levels and may be used in a variety of interesting ways as valuable teaching tools.

Records of folk music from all over the world - African drums, Balinese gamelan orchestra, and Mexican folk styles - broaden the child's world and present the student with new experiences for learning concepts. They are also very good for use during free painting sessions. Records of radio shows such as "The Lone Ranger" are also good listening exercises, if they are clear and understandable.

Tape recordings encourage story telling lessons and also act as aids to language courses. Tapes and

records of familiar sounds are excellent activities to develop listening and recognition skills. The most effective of these are usually teacher made for children enjoy hearing themselves and their class mates more than they do other records. Listening stations and ear-phones can enhance the value and effectiveness of tape recordings and records whenever they are available.

Disney nature films, available from either Brandon or Coronet Films may be scheduled as special enrichment activities once or twice a semester or as often as seems feasible and is permissible. Color slides of people, things and places which are familiar to the children, sometimes taken from an unusual camera angle, also make good perception exercises.

The following ideas are outlined in more detail to assist the reader's imagination in the utilization of various materials.

I. Sound and Sense Activity Battery

A. Purpose

1. To heighten awareness of the environment and of sense data
2. To teach vocabulary and language structures necessary for description of sense data - valuable descriptive expressions often overlooked in language teaching

3. To improve self-expression
4. To broaden children's experience
5. To aid in teaching both writing and oral English for both English and Spanish students
6. To provide concrete experiences for writing, experience charts, and for discussions

II. Animated and Live Action Films Produced Locally

A. Purpose

1. Short films, one to two minutes, for use in single concept teaching
2. Candid films of the children taken on the playground to provide discussion and experience chart opportunities and to use as self-image development activity
3. Longer films, five to fifteen minutes, to motivate interest in a given topic or to illustrate an idea which is cumbersome to explain verbally, but which is easily exposed graphically

B. Materials and Equipment

1. Super-8 camera is good for classroom use and is much less expensive than 16mm

2. Single concept teaching machine or a Super-8 projector
3. Film and processing equipment for winding finished film on endless-loop cartridges for use in single concept machine, if desired

C. Scope and Method of Application

1. The films are made to accompany structured oral language or reading programs
2. The films are intended to excite interest, stimulate curiosity, provide topics for discussion, and broaden horizons, rather than to teach specific subject matter

AUDIO-VISUAL

Audio-visual equipment and programs are becoming increasingly effective and almost essential as effective teaching tools. Many times teachers do not take advantage of these valuable aids because they are unaware of much of the A-V material that is available to them, because of the time element involved in ordering films or because the sources of such material are unknown or not available. Besides the lack of an organized A-V program, teachers may need help in operating

equipment such as movie cameras, projectors, language labs, tape recorders or other equipment.

Demonstration lessons for individual teachers or for the faculty as a group should be set up to familiarize all teachers with how to operate A-V equipment and how to utilize and obtain A-V materials. Some schools may have the means and the staff at its disposal to have full or part time equipment operators to aid teachers in use of audio-visual equipment and materials.

Administrators should encourage teachers in the use of such aids and equipment as much as possible; teachers will be more effective and students will be more interested in learning and in school. A-V handbooks may be made available giving information concerning available A-V equipment and material and the sources where they may be obtained. Free films catalogs and resource materials should also be secured and made available to the teachers for easy selection and procurement of films and other materials.

Free films catalogs and resource materials are available from the following sources:

Educator's Guide to Free Films, Randolph, Wisconsin: Educator's Progress Service - 27th Edition, 1967. Cost: \$9.50 per copy: Updated and revised editions are offered each year, All sources of selected free educational materials;

this makes it possible for elementary teachers to acquire a rich collection of booklets, maps, charts, and posters, exhibits and magazines.

The Educator's Guide includes: film listings and content descriptions, cross reference index on closely related films and fields, film title index, subject matter index which lists specific subject references in alphabetical order for convenience and a source and availability index giving the terms and conditions of loans, addresses and also quoting probable availability of films by sources. The Guide does request that when asking for films, official stationery be used; one way postage is usually paid.

Telephone Films Catalog may be obtained from local Bell Telephone Company. This source offers a wide variety of effective material and also contains programs and teaching suggestions and aids with films.

As aids they will provide free booklets and science demonstrations - a demonstrator may explain new developments in telephone science and technology or there are an excellent series of one hour films in science, music, technical science and films of general interest.

Army Catalog of Films, Headquarters Fourth U. S. Army, Fort Sam Houston, Texas, Pamphlet 108-1. These

films are available for public non-profit exhibition and are excellent for social studies such as Geography, as well as for Science and Health.

A World History and Geography Teacher's Guide to Sources of Free Loan Films, compiled by Gary E. Thomson, Free Loan Film Guides, P. O. Box 305, Healdsburg, California, 95448. Cost: \$3.00. This is a catalog of sources, not individual films; it provides an address list of 171 sources.

In emphasizing the importance of using films as a teaching method it is wise to point out that one of their greatest advantages is that they are welcomed by the students and usually are able to hold the attention of the students. They are an excellent method of presenting material to students also because they provide variety, break the monotony of routine and create an atmosphere of free discussion. Films may dramatize, explain and clarify subject matter that may not be grasped by students otherwise.

The success of films is in part contingent upon the teacher's planning and application of them in her teaching program. Like most methods, a teacher should be sensitive and realize that problems may arise from depending too much on one method and that films are not

the answer to all student problems of motivation and involvement; their success depends on the teacher's use of them.

Any teaching tool will become dull to the students and to the teacher through over use. If used too frequently, films may have a negative effect on the attitudes of the students; students may become indifferent to them and see them as a time to goof off or see in them only entertainment value with no educational goal satisfied.

Teachers should clarify the purpose of the film and impress the students with the merits to be gained by viewing it. Other methods should be utilized for variety. The administration should recognize the variety of teaching methods and encourage teachers to provide many approaches and methods in their teaching programs.

For best results, a teacher should preview films which are being considered for use in the classroom and weigh its possible effect on the students. After evaluating the film, the teacher may find it effective to give a short introduction of content and goals and relate the subject matter to something the students have studied or are about to study. The teacher may also

find it desirable to discuss difficult words or concepts with the students or mention some points of special interest to look for which should be followed up with a discussion after viewing the film.

Planning is essential and it is the responsibility of the teacher to plan for and select films applicable to the students and learning goals of her classes. The running time of the film should be considered in relation to the attention span of the students. Catalogs mentioned in the method's section contain practically all the information a teacher will need: short description on the content, the date film was made, the running time and indications as to whether the film is in black and white; some also suggest the grade level for which the film can be most effectively used.

CONCLUSIONS AND RECOMMENDATIONS

Since this report indicates that there is a clear relationship between economic and educational deprivation, any hope to eliminate or greatly lessen the incidence of either would be severely limited unless the means can be provided to raise the educational levels of deprived persons. Of necessity, this problem must be approached at the local level. In the South Texas area there are many cultural factors that impede this goal - particularly with the Mexican-American ethnic group. Certain obstacles may require greater effort and a larger expenditure of time and funds, however, an over all program or campaign to eliminate and diminish economic and educational deprivation in this area must take this group into account; a major success among this group would be an indicator of success in other areas, also.

In an effort to discover and initiate effective methods and their practical application in educating the deprived child, psychological costs incurred in transculturation must be recognized and dealt with. Since affective processes are unseen, teachers often seem unaware of what is occurring. This lack of

comprehension of the processes of affective development by teachers, almost sole concern for teaching content, and even callousness, at times, are some of the basic reasons why affective development has been neglected. Measures to overcome some of the problems stemming from this neglect include knowledge of both Anglo and Mexican-American cultures and sensitivity training for teachers and educators. Some of the problems in experimental programs developed to combat such neglect have arisen because of the absence of teachers proficient in both languages, scarcity of quality materials or knowledge of material availability and sources for obtainment, lack of acceptance of such programs by teachers, parents and pupils and lack of sensitivity on the teacher's part.

To be successful, a youngster must have a good self-concept and feel successful in what he is doing in school. Feelings of inferiority and inadequacy are reinforced when children are placed in situations over which they have little or no control, where they have no feelings of success and out of which there is no escape except rejection or withdrawal. These youngsters need to be able to feel proud of their parents and of

their cultural backgrounds in order to be functional in society or as human beings. They must feel that their teachers care and are genuinely interested in them.

Students and their parents need to feel that they are accepted as equals and that suggestions made by them are important enough for consideration. Increased parental involvement will increase the possibility of the students' success. It is recommended that teachers working in poverty areas with educationally deprived children establish rapport with parents whenever possible. Home visits are often effective and help teachers to develop insight into the background experiences and problems of their students; parents, too, are more likely to feel teachers are sincerely interested in their children through personal contact. Parent-teacher conferences should be scheduled for the discussion of student progress or problems.

An effective teacher must incorporate both empathy and objectivity into her teaching methods and programs and into her individual relationships with her students. Considerable patience is often required when working with deprived children and a teacher must be dedicated and consistent to be successful in providing

meaningful learning experiences for these children. Creativity in presenting teaching materials and methods will offer variety and enlarge opportunity for student involvement in activities and learning experiences. A quiet classroom does not necessarily mean that students are learning - perception in dealing with each student will enable teachers to effectively reach the majority of their students, the bored and the uninterested, as well as the interested and alert children. Audio-visual materials may be one means of motivating otherwise uninterested or unperceptive students with a desire to learn.

Again, it must be stressed, that genuine interest be shown and developed by the teacher for these students to achieve the greatest effectiveness. Most students can readily detect insincerety in their teachers. Attentive listening has often proved to be the key to a student's interest; a child's enthusiasm can be completely destroyed if he is given the feeling that others do not care about him or about what he is talking. In many cases, teachers may not be able to reach students through classroom work and activities alone. It is advisable for teachers to devote some time outside of the classroom where they can become involved in activities where the students are interested or participating.

Giving extra time is often difficult, but will produce rewarding, positive results.

An effective way of developing rapport with students outside of the classroom is through intramural activities; such programs serve many functions and should be part of school curriculums. They provide activities that contribute to a student's interest in attending and staying in school; they provide an opportunity for the student to improve his self-image through increased chances for success in various activities; they provide teachers with an increased opportunity to become closer to some of their more withdrawn students, or problem students. Intramural programs should include boys and girls programs. Many times activities are provided for boys, such as athletics, and girls programs are excluded almost entirely. Boys who are not "good" enough to compete in regular athletic programs are also often excluded. Intramurals may be scheduled in sports as well as in scholastic spheres.

Formal educational programs have the potential of improving influences upon economic conditions and of integrating and developing cultural characteristics which will enable Mexican-Americans to have increased, meaningful educational opportunities which will increase their chances for greater, more effective participation in the dominant culture.

A school district with more than eight or ten students who do not speak English, above the Headstart Program or first grade level, should have at least one intensive oral English class with a well trained teacher using the latest linguistic methods and techniques. A systemetized bi-lingual program for teaching English as a second language should be initiated in all areas where there are large minority groups of bilingual students and who use English as a second language. The teacher's knowledge of Spanish in South Texas is almost essential in working effectively with educationally deprived children in this area.

An oral English and vocabulary class should be included at the junior high school level for those students which have difficulty with language problems. This class should concentrate in reinforcing a student's vocabulary and increasing his proficiency in everyday communication patterns through the use of oral drills, educational word games, written drills, oral reading or through whatever methods prove to be most effective. By providing practice for the Spanish speaking child to master the English language the class would also help to improve his self-image and strengthen his confidence and ability to perform well in other classes and outside of the classroom.

Greater use of human resources in the surrounding community should be one of the goals of the educational program in the schools. Utilization of people from various areas of employment and professions in the community may be invited to present talks to the students. Vocational courses such as cosmetology, barbering, photography, mechanics and business courses should be included in the secondary curriculum along with welding, home economics and agriculture and others that seem particularly applicable to the area. In the upper grades, the schools may find it valuable to sponsor a program to check the possibilities of finding part-time employment for students needing or desiring such an opportunity and of placing students in working positions throughout the businesses in the communities.

The communities should be encouraged to support the schools and to become involved in school activities in all feasible areas. Education of the community is often as vital as that of the children, for ignorance in the community leads to problems at nearly all levels in the school program. Teachers should be aware that their relationships with the community are almost as important as their teacher-student relationships and they should be encouraged to support and participate in community activities and projects.

One of the goals of compilation of this data is to assist in a local and national effort to provide effective educational programs in order that each child may realize his full potential as a participating member of society. Possible approaches to the problems of providing adequate and meaningful education, particularly in the South Texas area, cannot exclude a rather heavy emphasis upon the bicultural or bilingual approach and must take into account the large number of Mexican-American students swelling the over all number deprived children which need educational as well as economic assistance.

Among other things, training programs should be initiated specifically to train bilingual-bicultural teachers who will be working with Mexican-American children in the schools, for many of these children are caught in the value conflict between the two cultures unable to make functional acculturation. Though some of these youngsters will learn to compromise and adapt their lives in the conflicting value system, others attempting to conform or being forced to make a cultural transition, have severe anxiety about individual identity and community affiliation and may never be able to function adequately in the communities without educational programs designed to help them adjust.

The ameliorating effect of formal education programs in poverty areas is unquestionable. Educational programs should provide broad, updated, meaningful in-service training programs for teachers. Faculty workshops can be stimulating and effective for regular, permanent faculty members and for student teachers if each is allowed to make suggestions, offer help, discuss problems and make innovations for the upgrading and general improvement of the educational program of which they are a part.

A workshop on the availability and use of audio-visual materials and for the operation of audio-visual equipment should be conducted at the beginning of the school year. Teachers, as practicing professionals, should keep up with new developments in the field; they should be aware of new methodology and materials.

Awareness of the implications and the influence teachers have as educators in direct contact with students is important and teachers should make an effort to make the relationships inside and outside of the classrooms meaningful to their students.

Even for those who are not self-motivated, educational programs should provide stimulation and motivating factors which will increase their opportunity to achieve maximum educational experiences and benefits.

Intelligence, performance and ability tests all tend to be restrictive in nature because they can not be administered without some kind of cultural bias related to them, if in their make-up or in their interpretation; evaluation must be of primary importance.

The influence of educational programs will be vitally reflected in the participation, achievement and rewards individuals are able to achieve in the society in which they must live. While Mexican-Americans unquestionably have a rich traditional and historical background, it is not functional in their participation in the present dominant culture of a technological age such as exists in the United States.

Although the choice must ultimately belong to the individual, he must have the opportunity to see the alternatives that are possible. Therefore, to be most effective, educational programs must be able to help students to evaluate and assess goals for themselves. The influence of educational programs can be increasingly extensive and effective in the area of self-evaluation and orientation, perhaps even more so than in more traditional and direct areas of study. It is as necessary for educators and teachers to realize that there

is as much opportunity and necessity for curriculum and instructional improvement as for innovating and redesigning educational programs which would be effective as tools for developing students toward self-actualization and self-realization.

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